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ABSTRACT

A study was devised to determine which of two instructional methods (conventional instruction or videotape presentations of structured material in addition to classroom instruction, discussion, and demonstration) would be more helpful in teaching prospective teachers how to teach work recognition skills to children. The videotaped materials employed a sequence of presentation of the various speech sounds in the order of their frequency in English; applications of modified linguistics for word identification were emphasized; and motivational stories as well as reinforcement and maintenance activities were included. Two classes of students enrolled in an education course participated in each condition in a pretest-posttest design. Results of analyses showed the videotape approach to be significantly superior to the conventional teaching method. Appended are the pretest and posttest items, test score data, and scripts for 33 videotapes. (Author/SH)

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Final Report

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DEVELOPMENT AND TESTING OF VIDEO TAPES FOR TEACHER EDUCATION IN THE TEACHING OF READING UTILIZING A CONCENTRATED PHONETIC AND MODIFIED LINGUISTIC STRUCTURE

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ABSTRACT

This study was designed to investigate the effectiveness of video tape presentation of the forty-four basic speech sounds in the teaching of word recognition, reading, and other language arts as compared with the conventional classroom approach.

The experiment consisted of two control and two experimental classes of college students of at least junior standing enrolled in Education 332, The Teaching of Reading and Other Language Arts, at Monmouth College, Monmouth, Illinois.

The college audio visual facilities were used to produce the video tapes, with the Investigator, two Assiciates, and selected students who had completed Education 332 as participants in the production.

The researchers designed the pre and post testing instruments which were administered by the Investigator to the enrollees of the classes involved in the study. Each researcher separately scored each test for greater objectivity.

The statistical data were analyzed by t-test, and the results indicated that the video tape presentation was more effective than the conventional classroom approach at the 0.025 level of significance (one-tailed test).

Introduction

As the result of a pilot study, five video tapes of the short vowel sounds were produced and utilized to test their effectiveness in the teaching of word recognition, reading, and other language arts. The statistical results indicated that within the academic term the tapes were more effective than the conventional classroom approach in the assimilation, retention, and mastery of instructional material. The video tape segment of the instruction was found to require less presentation time than did the conventional classroom procedure. An extension of this pilot study now includes the production and utilization of additional video tapes to include the forty-four basic elementary speech sounds.

Statement of Specific Purpose

The specific purpose of this study is to determine which of two instructional methods would be more helpful in teaching prospective teachers how to teach word recognition skills to children.

Outline of Research

This study was begun in September 1970 and was completed in March 1972. In the main, this study dealt with the teaching of word recognition skills, but included, also, the broader concept of reading and related language arts. The experiment included four classes of students of at least junior standing enrolled in Education 301 (later redesignated 332) at Monmouth College, Monmouth, Illinois. The two classes taught the first and second terms of the 1970-71 academic year received the conventional classroom instruction and were designated as the control classes, C-1 and C-2, respectively. The two classes taught the first and second terms of the 1971-72 academic year received their instruction by means of the video tape structured material in addition to classroom instruction, discussion, and demonstration; these were the experimental classes designated E-1 and E-2, respectively.

Development of the Teaching Instrument

The scripts for the video tape production were prepared in detail by the Investigator and an Associate. They employed a sequence of presentation of the basic speech sounds in the order of their frequency of occurrence in the English language and were based on the material in the text titled, Reading With Phonics[1]. Applications of modified linguistics for word identification were emphasized. As a technique for introducing the various speech sounds, motivational stories as well as reinforcement and maintenance activities were included.

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[1]Hay, J., Wingo, C. E., Hletko, M. C., Reading With Phonics Series, J. B. Lippincott, Co., Philadelphia, Pa., 1948, with revisions and additions in 1954, 1960, 1967, and 1968.

From these scripts were produced thirty-three video tapes which included instruction on forty-four basic elementary speech sounds of the English language. The tapes were produced at Monmouth College using the college audio visual facilities. The participants in the production included the Initiator, Associates, and selected students who had completed Education 301.

The lessons on the video tapes included instruction on the presentation and application of these speech sounds, how they are assembled into pronouncing units (syllables), and how to decode (pronounce) and encode (spell) words in the English language. Helpful information for positioning of the articulators in the production of the elementary speech sounds was included as well as speech sound motivation stories. Each lesson was structured to include sensory avenues of learning--auditory and visual exercises, hand-kinesthetic and lip-throat activity (writing and speaking), and tactile experience (tracing letters).

Preparation of the Testing Instruments

The pre (inventory) and post (progress) tests were developed by the Investigator and Associates. They consisted of a compilation of questions designed to evaluate the skills for discrimination and proficiency in utilizing each of the forty-four speech sounds presented in the course. The questions of the post test were identical to those of the pre test, but rearranged to minimize recall by virtue of sequence.

Both tests consisted of items requiring completion, arranging statements in proper sequence, underlining correct words or phrases, items requiring a knowledge of phonetic and structural analysis, and items involving a knowledge of dictionary skills.

The Research Design

The research design included a cycle of testing, teaching of word recognition skills, and retesting.

The Research Procedure

The pre test was administered by the Investigator to each control class at the first scheduled class meeting of each term; the post test was administered to each control class at a scheduled class meeting during the last week of the term. The same procedure was followed for the experimental classes. There was an interval of approximately nine weeks between the administration of the two tests.

A point value for each test item was determined by the Investigator and the two Associates, the test paper of each student was scored separately, by each researcher, and the average scores of each student in each class was determined. For data analysis, the average of the three scores for each test item on the pre and post

test was used. The difference between the pre and post test score averages for each student was recorded, and the sample mean and standard deviation of these differences for each control and experimental class was calculated.

The Teaching Procedure

The control classes were instructed in how to teach word recognition skills by the conventional method, namely by lecture, written reports on some phase of word recognition, demonstration lessons (three per student), class discussion, and assigned readings in the class text and related texts.

The experimental classes were instructed in how to teach word recognition skills utilizing the following teaching procedure: introductory preface to video tape presentation, viewing of video tapes, shortened lecture and discussion period, demonstration lessons (at least one per student), and assigned reading in class text and certain selected related texts.

Results

In the grant proposal, it was stated that the null hypothesis to be tested would be designated as

$$H_o: \; u_{d_1} - u_{d_2} = 0$$

against the alternative

$$H_a: \; u_{d_1} - u_{d_2} \neq 0$$

with

$$H_{a_1}: \; u_{d_1} - u_{d_2} > 0 \qquad\qquad H_{a_2}: \; u_{d_1} - u_{d_2} < 0$$

where u_{d_1} represents the population mean of the difference between the average pre and post test scores for the control classes, and u_{d_2} represents the population mean of the difference between the average pre and post test scores for the experimental classes.

The following symbols will be used to indicate the statistical results: $\bar{y}$--sample mean, s^2--sample variance, s--sample standard deviation.

	Inventory			Progress			
	$\bar{y}$	s^2	s	$\bar{y}$	s^2	s	n
Control							
C-1	67.42	364.54	19.09	101.35	270.26	16.44	22
C-2	66.54	234.28	15.31	101.58	188.87	13.74	10

	$\bar{y}$	s^2	s	$\bar{y}$	s^2	s	n
			Difference: Progress - Inventory				
C-1	33.93	270.91	16.46				22
C-2	35.15	143.92	12.00				10
Experimental							
E-1	62.04	307.44	17.53	108.77	573.47	23.95	13
E-2	70.14	46.81	6.84	121.13	354.99	18.84	9
			Difference: Progress - Inventory				
E-1	46.73	250.71	15.83				13
E-2	50.99	333.60	18.26				9

Comparison of sample means of the differences by t-test using a pooled estimate of the common variance:

C-1 and E-1: $s^2 = 263.56$ $s = 16.23$ $t = 2.26$

C-2 and E-2: $s^2 = 233.18$ $s = 15.27$ $t = 2.26$

Conclusions

In both comparisons the results indicate that the video tape approach is superior to the conventional method of teaching at the 0.025 level of significance (1-tailed statistical test). Which means we reject H_o and accept H_{a_2}.

Further, it was found that there was no significant difference between the population means of the two control classes; neither was there found to be a significant difference between the population means of the two experimental classes.

Some comments seem to be in order concerning the significant improvement in the post (progress) test scores of the experimental classes as compared to those of the control classes:

1. The experimental classes had an additional learning advantage not experienced by the control classes, namely, they could hear as well as see the technique to employ in presenting lessons for developing word recognition skills.

2. The viewing of each lesson on tape minimized the need for interpreting teaching directions, a task the control classes had to experience.

3. The video tapes provided more exposure time to the course

material.

Recommendations

A three-week seminar utilizing the CAME video tapes was conducted as a field study by the Principal Investigator June 5 through June 23, 1972 at the University of Alaska Center, Anchorage, Alaska.

There was an enthusiastic acceptance by the participants (50 in number) of this approach to the teaching of reading. It was recommended by the group that this instructional method and technique be made available as an instructional package for use in college and university departments of Education.

Several directors of reading instruction programs in colleges, universities, and school systems have expressed their desire for these video tapes to augment offerings in phonics and modified linguistics for teacher trainees and in-service teachers. Furthermore, from this video tape facility might emerge professional productions by the television industry for distribution as instructional packages for various educational levels.

APPENDIX

The questions of the pre (inventory) and post (progress) tests developed by the Investigator and Associates contained identical questions, but not listed in the same order in an attempt to minimize recall by virtue of sequence since the tests were administered about nine weeks apart. A list of question numbers and their point values follows:

Inventory Question No.	Point Value	Progress Question No.	Point Value	(Inventory) (No.)
1	4	1	1	10
2	2	2	5	7
3	4	3	5	8
4	5	4	2	9
5	4	5	4	6
6	4	6	4	1
7	5	7	2	2
8	5	8	5	4
9	2	9	4	3
10	1	10	4	5
11	4	11	1	13
12	2	12	7	19
13	1	13	8	20
14	8	14	4	11
15	4	15	8	14
16	4	16	4	15
17	1	17	2	12
18	5	18	5	18
19	7	19	4	16
20	8	20	1	17
21	2	21	5	22
22	5	22	2	21
23	5	23	5	23
24	2	24	2	24
25	10	25	3	26
26	3	26	10	25
27	10	27	10	28
28	10	28	15	29
29	15	29	10	27
30	8	30	12	31
31	12	31	8	30
	Total 162		Total 162	

The test questions designed and administered in this experiment are listed on the following pages:

Inventory Evaluation

Name _____

Please use a ball point pen Date _____

1. There are _____ letters in the English alphabet of which three letters ___, ___, and ___ are superfluous.
2. We have, therefore, _____ letters and combinations of these which represent _____ basic speech sounds.
3. The _____ basic speech sounds consist of two classes: _____ and _____. The _____ class is known as syllable makers.
4. Research shows that 62% of the English syllables have _____ _____ sounds; 20% have _____ _____ sounds or _____ _____ equivalent sounds; 10% have _____ _____ sounds, and 8% represent the remaining _____ sounds.
5. There are _____ _____ sounds (syllable makers) and _____ are _____ sounds.
6. The modes or avenues of learning which bond letters and their sounds into pronounceable units are as follows: _____, _____, _____, and _____.
7. Good readers develop a variety of ways of decoding words using all or any combination of the following ways: _____, _____, _____, _____, and _____.
8. Arrange the word identification skills, named in test item 7, above, in the proper teaching sequence. 1. _____, 2. _____, 3. _____, 4. _____, 5. _____.
9. Basic word recognition skills are taught at the _____ grade level: the shift in emphasis to the vocabulary development usually occurs at the _____ grade level.
10. According to a vocabulary study conducted by the late Robert Seashore, the number of words children know when entering the first grade was estimated to be about _____ words.
11. Name, in order of their development, the four types of vocabulary knowledge: _____, _____, _____, and _____.
12. Of the two classes of sounds, the _____ sounds are, generally speaking, easier to articulate; the _____ sounds require a more precise positioning of the articulators.
13. We are born, usually, with auditory acuity (ability to hear). However, children develop auditory _____ through instruction.
14. Write the letter that controls the heard vowel in each of the following words on the provided line: rake ___, yawn ___, burn ___, speak ___, farm ___, salt ___, fault ___, small ___.
15. The letter l (L) may be syllabic in that it has the force of a vowel. Circle the words in which l (L) is syllabic. aisle, table fossil puzzle tactile ladder salad cradle bottle profile .
16. On the provided line, write the vowel in each of the following words: scout ___, coin ___, brown ___, toy ___ .

17. The name of the vowel sound in each word listed in test item 16 is _____.

18. Under certain conditions, any consonant may be silent. Give five word examples in which a different consonant in each word is silent: _____, _____, _____, _____, _____.

19. There are consonant letter combinations, seven in number, that are known as speech sounds. They are _____, _____, _____, _____, _____, _____, and _____.

20. All of the following words begin with consonant blends, but some of these blends begin with consonant speech sounds. Indicate those having consonant speech sounds by circling only the consonant speech sounds: clap ship king thumb witch toe chin friend camp tack wind the whistle

21. The number of syllables in a word is determined by the number of _____ _____ in the word.

22. Vowel sounds are influenced by the following: (1) position in a word, (2) certain controlling letters, (3) syllabic division (4) the presence of silent vowels, and (5) accent. Give one-word examples which illustrate each of the foregoing vowel determiners: (1) _____ (2) _____ (3) _____ (4) _____ (5) _____.

23. When any one of the vowels (a, e, i, o, u) occurs in an unaccented syllable, the vowel sound has a soft, reduced sound known as a schwa vowel sound. Give word examples in which the vowel in parentheses occurs in the unaccented syllable: _____ (a), _____ (e), _____ (i), _____ (o), _____ (u).

24. Words in our English language have the following structure: (1) one syllable words, (2) root words of more than one syllable, (3) compound words, (4) inflected words, and (5) derived words. In decoding words in catagories 2, 3, 4, and 5 one first uses _____ analysis, As a second step, if necessary, one then uses _____ analysis.

25. In the following list of words, identify the inflected words with the letter I, derived words with the letter D, and compound words with the letter C:

___ sleeping ___ shellfish ___ hummed ___ happiness ___ toothpick
___ inactive ___ golden ___ checkers ___ swims ___ rabbit's

26. In teaching the structure of words (see test item 24, above) it is suggested that _____ words be taught first; next in order of difficulty, teach _____ words; and, lastly, teach words which are _____ in form.

27. Give five word examples in which the first syllable is accented and five in which the second syllable is accented.

Accent on first syllable: _____, _____, _____, _____, _____.

Accent on second syllable: _____, _____, _____, _____, _____.

28. Divide the following words into syllables:
l a d d e r, r e c k o n, f i l i n g, h a b i t, l a d l e, s t i t c h e s, c l o t h i n g, m o m e n t, E a s t e r, m a r k e t .

29. In the list which follows are words of one and two syllables. The one syllable words and the first syllable in the two syllable words are either open or closed. Identify the open syllables with the letter O and the closed syllables with the letter C. Divide the two syllable words with a slanted line, e.g., bump/er. __t r a p p e r __s h e __p e n c i l __n o t i c e __c u b i c __n o t h i n g __s o __p a p e r __p l a y e r __m u s i c __h a t c h e t __h o l y __c a b i n __s k i l l __s h a d o w

30. Underline the prefix in the words that have a prefix.
untie disaster impolite region under disappear imagine repay .

Underline the suffix in the words that have a suffix.
happy wish plagerism dance windy foolish prism assistance

31. Divide the following words into syllables with a slanted line and mark the accented syllable (e.g., pow'/der)

t r i c k l e	s p a t t e r	b e f a l l	g r a p p l e
t r i f l e	e n t r e a t	s t i r r u p	d e p r i v e
e m b r a c e	d e s e r t	m e s s a g e	d e s s e r t

Test Score Data

The test scores for the experiment are listed in the following format: column 1--student number; columns 2, 3, 4 show the individual test score for the inventory test determined by each valuator, H--Hletko, J--Johnson, W--Wingo; column 5 is the average of the three test scores; columns 6, 7, 8 are the individual scores for the progress test with column 9 as their average; column 10 is the difference between the averages--post test average minus pre test average for each student. The mean, variance, and standard deviation of the sample test score averages are listed below each array of test scores, in addition to those of the inventory and progress tests.

Control C-1

	Inventory Test				Progress Test				
No.	H	J	W	Av.	H	J	W	Av.	Diff.
1	38	40	40	39.3	93	92	94	93	53.7
2	83.5	84.5	84.5	84.2	99.5	99	99	99.2	15
3	83	83	83	83	91	87	87	88.3	5.3
4	81	79	79	79.7	121.5	115.5	120.5	119.2	39.5
5	83.5	73.5	79.5	78.8	103	104	104	103.7	24.8
6	64	63	64	63.7	103.5	104.5	104.5	104.2	40.5
7	38.5	39	38.5	38.7	105.5	106.5	106.5	106.2	67.5
8	66.5	65.5	65.5	65.8	91	91.5	92.5	91.7	25.8
9	56.5	55.5	55.5	55.8	107.5	106.5	106.5	106.8	51
10	72	70	70.5	70.8	89	90	89	92.7	21.9
11	83	82	82	82.3	104.5	103.5	103.5	103.8	21.5
12	84	85	84	84.3	124.5	122.5	122.5	123.2	38.8
13	67	68	68	67.7	113	113	113	113	45.3
14	44	45	44	44.3	114	114	114	114	69.7
15	90	89	90	89.7	127	127	127	127	37.3
16	30.5	30.5	31	30.7	60.5	59	59	59.5	28.8
17	52.5	52.5	49.5	51.5	78	78	78	78	26.5
18	110.5	105.5	110.5	108.8	125	125	125	125	16.2
19	75	75	75	75	103.5	102.5	102.5	102.8	27.8
20	65	65	65	65	107.5	107.5	107.5	107.5	42.5
21	55	55	55	55	81.5	80.5	80.5	80.8	25.8
22	69.5	68.5	69.5	69.2	91	90	90	90.3	21.2

		Inventory Test	Progress Test	Difference
mean	$\bar{y}$	67.42	101.35	33.93
variance	s^2	364.54	270.26	270.91
std. dev.	s	19.09	16.44	16.46

Control C-2

	Inventory Test				Progress Test				
No.	H	J	W	Av.	H	J	W	Av.	Diff.
1	61	59	61.5	60.5	87.5	86	86.5	86.7	26.2
2	86.5	87.5	87.5	87.2	116.5	117	115.5	116.3	29.2
3	83	83	83	83	110.5	111	110.5	110.7	27.7
4	54	54	54	54	109.5	106	102.5	106.	52.
5	51.5	49.5	49.5	50.2	74	74.5	74	74.2	24.
6	68.5	68.5	68.5	68.5	102	102	102	102	33.5
7	50	48	48	48.7	89	89	89	89	40.3
8	72.5	73	73	72.8	109.5	109	108.5	109	36.2
9	87	87	87	87	112	110.5	110.5	110.7	23.7
10	53.5	53.5	53.5	53.5	112	112.5	112	112.2	58.7

		Inventory Test	Progress Test	Difference
mean	$\bar{y}$	66.54	101.58	35.15
variance	s^2	234.28	188.87	143.92
std. dev.	s	15.31	13.74	12.00

Experimental E-1

No.	Inventory Test H	J	W	Av.	Progress Test H	J	W	Av.	Diff.
1	64.5	63	64.5	64	97.5	98	99.5	98.3	34.3
2	62.5	60	60	60.8	79.5	76.5	79.5	78.5	17.7
3	91.5	89.5	91	90.7	134.5	133.5	134.5	134.2	43.5
4	79	79	79	79	140.5	140.5	140.5	140.5	61.5
5	78	78	78	78	143	141	141.5	141.8	63.8
6	77.5	77	76	76.8	103	97	102	100.7	23.8
7	27	27	25	26.3	58	53	58	56.3	30
8	44.5	42.5	42.5	43.2	104	99.5	105	102.8	59.7
9	62	60	60	60.7	121	120	121	120.7	60
10	58.5	58.5	58.5	58.5	116.5	113.5	116.5	115.5	57
11	42.5	42.5	42.5	42.5	105.5	102.5	105.5	104.5	62
12	57	57	57	57	106.5	101.5	107.5	105.2	48
13	70	68	69	69	117.5	110	117.5	115.	46

		Inventory Test	Progress Test	Difference
mean	$\bar{y}$	62.04	108.77	46.73
variance	s^2	307.44	573.47	250.71
std. dev.	s	17.53	23.95	15.83

Experimental E-2

	Inventory Test				Progress Test				
No.	H	J	W	Av.	H	J	W	Av.	Diff.
1	65.5	64.5	64.5	64.8	83.5	82.5	84	83.3	18.5
2	70.5	70.5	70.5	70.5	131	131	131	131	60.5
3	59	59.5	59.5	59.3	127.5	126.5	127.5	127.2	67.8
4	75	75	75	75	146.5	146.5	146.5	146.5	71.5
5	83.5	83.5	83.5	83.5	119.5	117.5	119.5	118.8	35.3
6	69.5	69	69	69.2	106	105.5	106	105.8	36.7
7	66	66	66	66	127.5	127	127.5	127.3	61.3
8	70	70	70	70	113	111.5	113	112.5	42.5
9	73	73	73	73	138	137.5	138	137.8	64.8

		Inventory Test	Progress Test	Difference
mean	$\bar{y}$	70.14	121.13	50.99
variance	s^2	46.81	354.99	333.60
std. dev.	s	6.84	18.84	18.26

SCRIPTS FOR THE VIDEO TAPES

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Tape 1

Introduction

We are on location in the Visual Aids Department of Monmouth College, Monmouth, Illinois. The video tapes which will be presented as a part of this course in "The Teaching of Reading and Other Language Arts" are for the purpose of reinforcing, maintaining, and extending the skills required in speech-sound utilization and word recognition. The tapes have been prepared as a part of a federal research project funded through the Regional Research Program, Region Five, Department of Health, Education, and Welfare, Joseph A. Murnin, Director, Chicago, Illinois. The project title is "Development and Testing of Video Tapes for Teacher Education in the Teaching of Reading Utilizing a Concentrated Phonetic and Modified Linguistic Structure", grant number OEC-5-0011 (509), project number 0-E-165.

This modified linguistic structural approach is entitled Code-Alphabet-Meaning-Emphasis and will hereafter be designated as the C-A-M-E, CAME, approach. I am Charles E. Wingo, Professor of Education, Monmouth College, Monmouth, Illinois and Coauthor of Reading With Phonics Series, published by J. B. Lippincott, Philadelphia, Pennsylvania.

Miss Mary C. Hletko, who, with me, coauthored Reading With Phonics Series, is coauthor of these CAME Video Tapes. She is a primary and supervising teacher of reading in the Argo-Summit-Bedford Park Schools, Argo, Illinois. To this project, Miss Hletko is lending motivating speech sound stories in which the principal characters are Alexander and Gabby.--Miss Hletko (CAMERA TO MISS HLETKO).

Mrs. Mary S. Johnson, Consultant on the 1967 edition of Reading With Phonics, Associate Consultant on these CAME Video Tapes is Curriculum Director and Elementary School Supervisor of K-6, Yorkwood School District No. 225, Kirkwood and Little York, Illinois. She has had the honor to have been selected to appear in the 1970-71 edition of Personalities of the West and Midwest--Mrs. Johnson (CAMERA TO MRS. JOHNSON).

James H. McAllister, Associate Professor of Mathematics, Monmouth College, Monmouth, Illinois, is Consultant and Statistician for the project--Prof. McAllister (CAMERA TO PROF. MCALLISTER).

Mr. Witold Novak, Director of Audio Visual Services, Monmouth College, Monmouth, Illinois is in charge of production of these tapes--Mr. Novak (CAMERA TO MR. NOVAK).

The student participants in this video project are former members of "The Teaching of Reading and Other Language Arts" classes here at Monmouth College: Phyllis Kettering, Kathy O'Brien, Debbie Doss, Kay Sloan, Rosemary Isaccson, and Mary Sue Iverson. Others

to join this group are Charles Braatz and Joe Mercurio.

Miss Hletko, Mrs. Johnson, and I have for many years realized that teachers of reading lacked the basic knowledge of the phonetic nature and structure of our English language, and also were not adequately prepared to teach the forty-four elementary speech sounds--a prerequisite to teaching children to be independent in word recognition, reading, and the use of spelling skills. With the assistance of my associates, Miss Hletko and Mrs. Johnson, I have conducted Summer Phonics Workshops at Monmouth College and other colleges during the past twelve years. The enrollments have included in-service teachers from forty-eight of these United States, Canada, The Phillipines and Samoa. These laboratory experiences revealed considerable eagerness on the part of the participants to receive specialized training in the application of the elementary speech sounds.

A great surge of interest is presently being directed toward teaching children to read the English Language as well as they can speak it. As a result, a healthy development has taken place, namely, a scrutiny of present practices as to their desirability and effectiveness. Investigators, publishers, and authors are seeking newer methods and newer materials which will produce a student capable of reading faster with better comprehension.

To paraphrase a popular expression, we suggest that "a person is what he reads" and in an extended sense, "a nation is what it reads". If this is so, then the greatest contribution American schools can make is to give a child success in reading and spelling at meaningful levels for the first three years of his formal schooling--before he has had a chance to fail and thereby receive an emotional block which could result, according to statistics, in his joining the formidable array of dropouts or pushouts that are so much on the increase in our present-day society.

Our government is keenly interested in upgrading competence in reading and to this end is making funds available in fruitful areas of reading investigation. One such investigation is embodied in the video tapes which will be presented for your study throughout this course.

Reading, a highly complex thinking process, is unique in that it is both a subject of instruction and a tool for mastery of the other disciplines in a curriculum. It is a source of information, an endless source of pleasure, and enables one to participate intelligently in our democratic processes.

Words are the basic foundations of reading. The ability to recognize words easily and quickly is basic to extracting meaning from the printed page. Building word power involves, among other factors, skill in auditory and visual discrimination. Both of these abilities build the foundation for effective word analysis.

In the CAME approach, auditory discrimination begins with

identifying the sound elements in a child's own speech and tying these sounds and pronouncing units in a word to their visual form. These two skills are further bonded together by instruction in writing the letters for each of the forty-four basic speech sounds. Writing serves as a supportive auxiliary in the teaching of reading.

The CAME approach is based on the text, Reading With Phonics. More than 20 years were spent by Julie Hay researching the unabridged dictionary to determine the frequency of occurrence of the forty-four speech sounds in our English language. The results of the research revealed the following:

87% of our English syllables are phonetic and of the remaining 13%, some are partially phonetic and others can be taught by analogy.

62% of the phonetic syllables have short vowel sounds.

20% of the phonetic syllables have long vowel sounds. Of these, half have long vowel equivalent spellings.

10% of the phonetic syllables have vowel sounds modified by the consonant r.

The remaining vowel sounds comprise 8% of the phonetic syllables.

Well-known authorities, such as Dolch and Kottmeyer, agree with Hay-Wingo that about 87% of our English syllables are phonetic. According to Dolores Durkin, David Bear, Anne Hughes, and Jeanne Chall it is quite obvious that early knowledge of the short vowel sounds and skill in using them gives a child tremendous power in independently decoding syllables having short vowel sounds. This supports the research of the unabridged dictionary by Miss Hay which revealed that 62% of the phonetic syllables have short vowel sounds.

In the past few years, Stanford University has carried on a computerized research of the phonetic nature of our English language. Their findings also substantiate, relatively, the percents established in the Hay-Wingo research published in 1948--long before the era of computers.

The forty-four basic speech sounds are divided into two main classes consisting of 25 consonant sounds and 19 vowel sounds. This chart (CAMERA TO CHART--SIDE VIEW OF FACE AND LIPS) represents more or less accurately, the position of the tongue and lips in the production of the vowel sounds. In the production of any vowel, the breath stream passes through the mouth with little obstruction. All vowel sounds are voiced, that is, the vocal chords vibrate. To illustrate voiced sounds, place your finger tips on your larynx and articulate vowels such as ă-ā. Note the vibration of the vocal chords.

Consonant sounds result when the breath stream is obstructed or interrupted by lips, tongue and/or teeth. The consonant chart shows that a number of consonants appear in pairs (CAMERA TO CHART SHOWING p-b, t-d, k-g). One member of each pair is voiceless and is articulated with just the breath. The other member of the pair

is voiced, with the vocal chords vibrating.

Observe, in this chart that consonants are further classified as to the sound they make such as, nasal, stop-plosive, fricative, and semi-vowel or glide (CAMERA TO CHART SHOWING THESE CLASSIFICATIONS).

There are 3 nasal sounds (CAMERA TO CHART SHOWING m-n-ng). These are emitted through the nose, and the mouth passage is closed at some point.

There are 3 pairs of stop-plosives (CAMERA TO CHART, p-b, t-d, k-g). These are produced by completely closing the passage so that the breath escapes with an explosive sound.

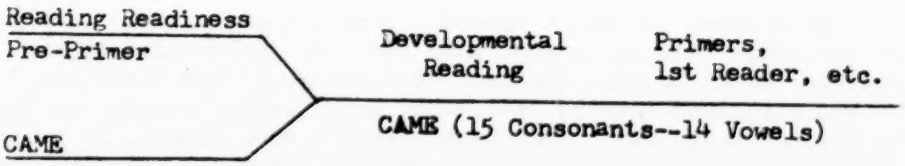
There are 5 pairs of fricative consonant sounds (CAMERA TO CHART showing s-z, sh-zh, ch-j, f-v, th(v), th(vl)). The breath is forced through a restricted opening when articulating this group of consonants.

There are 5 semi-vowels or glides. These (CAMERA TO CHART SHOWING wh, w, l, r, y) closely resemble vowels and are produced with relatively little friction.

There is an orderly sequence of language development for a child. Long before a child learns to read, he acquires two vocabularies upon which is built his reading skill, namely, and in this order, listening and speaking. By the time a child reaches first grade, his understanding vocabulary has increased tremendously. The late Robert L. Seashore estimated that a child entering first grade has a hearing-meaning vocabulary of over 23,000 words. The CAME approach enables a child to tap this rich reservoir of words. With the CAME approach, he develops a reading vocabulary associating sounds and concepts which he already possesses. Last in the sequence of language development is writing, which incluses handwriting, spelling, composition, and English usage.

The techniques used in developing word recognition skills are (1) Picture Clues, (2) Sight or "Service" Words, (3) Context Clues, (4) Phonetic Analysis, (5) Structural Analysis, and (6) Use of the Dictionary. Because Picture Clues and Sight Vocabulary are temporary aids in word recognition, the emphasis in the CAME program is on the development of the Phonetic Analysis, Structural Analysis, and Use of the Dictionary. When the forty-four basic speech sounds are introduced and applied, all strands of the Language Arts constellation are interwoven. The child then will have command of auditory, visual, kinesthetic, tactile, and meaning avenues of learning.

This schematic diagram is helpful in understanding how the CAME program keys into any reading series:



a, e, i, o, u
s, m, f, r, n
g, b, t, p, d

The upper line represents the developmental reading program at the reading readiness or pre-primer levels using a picture-sight word-context approach. The parallel line below represents the CAME program which starts with auditory and visual discrimination of the short vowel sounds followed by the ten most frequently used consonant sounds. The point at which the two parallel lines converge is the point in this learning time when the CAME program becomes functional. It is at this point that the core of 15 sounds form consonant-vowel pronouncing units. The consonant-vowel units constitute the most crucial bite in a word. A hundred or so three-letter words can be formed using these 15 sounds. The remainder of the CAME continuum of basic speech sounds consists of fifteen additional consonant sounds and fourteen additional vowel sounds, the union of which form pronounceable units or syllables. With this sequential development of word recognition skills, the student grows in his ability to apply these skills for reading and for writing.

End of Tape 1

Tape 2

The Short Vowel Sound ă

As stated in Tape 1, the CAME approach first introduces the short vowel sounds because more than half of the English syllables, 62% to be exact, have short vowel sounds. The first sound to be presented is ă. This vowel is classified as (CAMERA TO CHART) (point to the tongue position for ă on vowel chart) a front vowel. Notice the tongue position for the correct articulation of this vowel sound.

Have the children seated before you in a reading circle for better attention. Read the motivational story, Never Alexander.

Never Alexander

This is a story about a little boy named A-lexander who just had his sixth birthday. His mother and father gave him a most wonderful present. Can you guess what it was? No? Well, A-lexander always wanted a talking bird, so that was what his mother and father gave him, a Myna bird. Do you know what kind of bird this is? It looks like a crow and it can be taught to talk like people talk.

A-lexander thought a splendid name for his bird was Gabby. Do you think this was a good name for him? A-lexander began teaching Gabby to say, "Hello," "How are you?" and "Good-bye." He was surprised to find that Gabby would repeat sounds and words he did not teach him. When Gabby heard a door squeak, he would squeak; when he heard A-lexander whistle, he would whistle; when he heard the chimes of the clock strike, he'd pretend he was a clock striking. He also imitated the sound of running water, people sneezing and snoring, and when mother sang or hummed, so did he. What a "fun" bird!

One day A-lexander heard Gabby say, "Ă, ă, ă." A-lexander said, "Ă" isn't a word. What are you trying to say?"

A-lexander asked his mother, "Mother, did you teach Gabby to say "ă, ă, ă?"

Mother answered, "No, I didn't teach him to say "ă." "Ă" is a sound we hear in your name, Alexander."

Just then A-lexander and his mother heard the neighbor's baby crying. Do you know what Gabby started to do? He began to say, "ă, ă, ă." He was imitating the baby's cry! The cries of the baby were so loud that A-lexander closed the window to shut out the crying sounds. Of course, Gabby stopped saying "ă, ă, ă" when he no longer heard the baby.

A-lexander said to his bird, "I'll teach you an important word, my name, A-lexander. Say, 'A-lexander, A-lexander'."

Gabby said, "Zander, Zander."

"No, no, Gabby," said A-lexander. "You forgot to start my name with an 'ă' sound. Say, 'ă, ă, ă', Ă-lexander."

What do you think Gabby said? He said, "Zander, Zander." And every time after that when A-lexander asked, "What's my name?" Gabby answered, "Zander, Zander"--never "A-lexander."

After reading the motivational story Never Alexander, elicit from the children the sound ă in this manner: (ON SPLIT SCREEN, CAMERA TO CLASS)

Did Gabby say the beginning sound in A-lexander's name? (Response, "No.")

With what sound did his name begin? (CAMERA TO CLASS)(Response, "Ă".) Yes, it began with the ă sound, but Gabby pretended that he couldn't say the sound, ă.

We are going to play a game, listening for the sound, ă, at the beginning of words. Close your eyes and listen for words I say that begin with the sound ă, as in apple. When I say a word

that does not begin with ă, raise your hand. Ready?

First sequence of words (Children give hand signal when they hear foil word BOTTLE)(CAMERA TO CLASS)

apple, aspirin, attic, Alice, astronaut, ambulance, alligator, BOTTLE, answer

Second sequence of words (Children give hand signal on foil word WINDOW)

apple, aster, actor, animal, anchor, WINDOW, Angora, ankle

Third sequence of words (Children give hand signal on foil word GOBBLE)

apple, ashes, Adam, after, Africa, alphabet, GOBBLE, acrobat, antelope

The next part of our listening game is played with our eyes open. Watch my lips as I say words that begin with the ă sound. Repeat, after me, only words that start with an ă sound. When I say a word that does not begin with ă, put a finger over your lips.

First sequence of words (Children remain silent when they hear foil word CARPET)(CAMERA TO CLASS)

apple, adenoids, animal, admire, CARPET, after, Annie

Second sequence of words (Children remain silent when they hear foil word MONEY)

apple, Alice, ankle, acrobat, ambulance, MONEY, alley, antenna

Third sequence of words (Children remain silent when they hear foil word CHICKEN)

apple, alcohol, Alex, alligator, CHICKEN, ammunition, aster

Here is a picture (CAMERA TO PICTURE CARD FOR THE Ă SOUND) of something, the name of which begins with the ă sound. What is it? (Response, "An apple.") The beginning sound of this picture name will help you remember that each of these letters (CAMERA TO CHART) (point to capital Ă and small ă letters) stands for the ă sound.

This is how we write the ă letter. (Demonstrate the correct directional movement you wish children to employ. Have the children trace an ă letter in the air and then have each child write the letter ă on the chalkboard. Teach the writing of the capital Ă when the need arises. Elicit from the children that, when names begin with the ă sound, we write these names using a capital Ă.

Reinforcing and Maintenance Activities

Auditory Discrimination Games

Game 1 Watch Dog

Directions: Instruct children to rest their heads in their hands and pretend they are sleeping. They "sleep" as you, teacher, say words that begin with the ă sound. When you say a word that does not begin with the ă sound, the children are to raise their heads and "bark" to indicate that they heard a word that did not begin with the ă sound.

Game 2 Yes-Yes, No-No

Directions: Say sequences of three words each, such as apple, Alice, animal, in which all three words begin with an ă sound. Occasionally say sequences in which one or two words in the sequence do not begin with an ă sound. If all three words you say begin with an ă sound, children respond with a "Yes, yes" and nod their heads. If one or two words in the sequence do not begin with an ă sound, children respond with a "No, no" and shake their heads. They are to identify (tell) the foil word or words.

Visual Discrimination Games

Game 1 Leo the Leopard

Materials: Use paper pattern of a leopard without spots, and cards in the shape of circles (representing spots) on which are printed upper and lower case ă letters and some unknown letters.

Directions: Children are to help Leo get back his spots. Call on individual children to select an ă "spot" and place it on Leo's body. If a spot with an unknown letter is selected, the children watching are to growl.

Game 2 Happy the Clown

Materials: A paper clown

Directions: Children are to decorate Happy's (the clown) suit with polka dots (circles on which are printed upper and lower case ă letters and some unknown letters). Involve the children who are watching by having them smile if a polka dot with the correct letter is placed on Happy's suit. They are to frown if the polka dot selected has an unknown letter on it.

Game 3 Raindrops

Materials: Use a drawing of a large umbrella on which is drawn a grid. In each cell of the grid, have a printed upper and/or lower case ă letter. Have a number of cards in the shape of raindrops. On some "raindrops" print an upper case Ă; on some print a lower case ă. Have some "raindrops" with unknown letters printed on them.

Directions: Individual children are called upon to select an ă "raindrop" and place it on an ă in one of the cells on the grid. A lower case ă is to be placed over an upper case Ă and an upper case Ă is to be placed over a lower case ă.

Language Games

Game 1 Riddles

Directions: State the guessing of riddles by saying, "I'm thinking of something that begins with the ă sound. It is good to eat. It may be red, green, or yellow. It grows on trees."

The child who guesses that you are describing an apple gets a turn at making up an ă riddle for the class to guess.

Game 2 Come Along With Me

Directions: Start this game by saying, "I'm going on a trip. I will take along something with a name that begins with an ă sound. It is a bottle of ăspirin. You may come along with me if you bring something which has a name beginning with an ă sound.

The final step in the development of this lesson is to apply the visual discrimination skill children have acquired of the ă sound to words.

Place groups of three words each on the chalkboard and have individual children erase or cross out words which do not begin with the ă letter. Have each ă word identified with, "This word begins with ă," and have the child place his finger under the ă letter. This activity helps to focus a child's attention to the beginning of a word and thus establishes the habit of viewing a word from left to right. (At this point in time, children are not expected to read these words.)

Word Groups (To be placed on chalkboard one group at a time.) (CAMERA TO BOARD with each added group) Have children draw a line through each word that does not begin with an ă, and then erase all words that are lined out so that just ă words remain on the chalkboard.

in	on	add	elf	end	egg	an
on	at	if	add	act	ill	odd
am	us	and	ask	of	and	or

You, teacher, may say the ă words for the class after the foregoing activity has been completed by the children.

Related Activities

1. Writing the small letter ă.
2. Finding ă letters, both capital and small, from letter boxes and placing these in pupil pocket charts.
3. Workbook pages.

4. Have children bring pictures of things with names beginning with the ă sound. Arrange these on a bulletin board around a large capital and small ă letter. Give credit to each child who brings in an ă picture by placing his name under the picture he has submitted.

End of Tape 2

Tape 3

The Short Vowel Sound ĕ

A brief review of a vowel (or consonant) sound already introduced should always precede the presentation of a new sound. Conduct the review in the same manner as given on Tape 2 for the sound ă. Children first listen for ă with their eyes closed and then with their eyes opened, listening for words you say which begin with ă and making the proper response to foil words. Remind the children that the phonetic key card shows something that has a name beginning with the ă sound and that the sound can be written in two ways as shown on the card. Also, have the children trace the ă letter in the air and several individuals may be asked to write the ă on the chalkboard. You, teacher, may at your discretion, tell and show the children that names of people and places beginning with the ă sound must be written using a big or capital Ă.

The presentation of the vowel sound, ĕ, will be the subject of this tape. The following information is for your edification. The ĕ vowel sound is formed by (CAMERA TO CHART) elevating the front portion of the tongue (refer to its position on the vowel chart) somewhat higher than for ă, up toward the hard palate; the tongue moves slightly forward. This movement of the tongue, upward and forward, produces the difference in sound quality between ă and ĕ. This will be quite evident if you practice making each of the vowel sounds, ă and ĕ, using a hand mirror.

As always, read motivational material which will serve as a natural lead into the presentation of the ĕ vowel sound. To the children assembled before you, relate the next episode in Alexander's life with his talking bird, Gabby, titled, Never Elephant.

Never Elephant

Alexander always had eggs for breakfast. Do you have eggs for breakfast? He liked eggs made just any way--poached, scrambled, sunny side up, or even hard boiled.

Quite often he had part of his egg left over. He gave the leftovers to Gabby. Alexander would say, "Gabby, say 'I'll have some eggs, please'." Gabby answered, "I want some, please." Then Alexander would say, "Say ĕ-ggs. Say you want some ĕ-ggs, ĕ-ggs, ĕ-ggs. Don't you understand?"

Gabby answered, "Don't you understand?" So Alexander gave up trying to get Gabby to say "ĕ-ggs", but he did give him the left-over egg.

When Alexander came back later to remove the empty dish from Gabby's cage, Gabby had egg all over his face. Alexander said, "Do you know what I think you are? You are a p-i-g!" You see, Alexander spelled the word "pig" because he didn't want Gabby to ever say, "You are a pig."

Just then the doorbell rang and Alexander answered it. At the door were his friends the twins, Ĕdwin and Ĕdwina. They came to invite Alexander to the circus. What do you think Alexander said? Of course, he wanted to go and since this day was a Saturday, and he had nothing else to do, he felt sure his mother would let him go to the circus. He called to his mother, "Mother, may I go to the circus with Ĕdwin and Ĕdwina?"

Mother answered, "Yes, Alexander, you may go. Be sure to behave yourself." Gabby was listening and he said, "Behave yourself, 'Zander!" Alexander said, "Oh, hush, ĕgg face. I don't need a bird to tell me how to behave."

At the circus, the children enjoyed watching the acrobats, the funny clowns, the bears and lions perform, and the dogs do tricks. But they liked the baby elephant best of all.

After the circus performance the children returned home. They told Alexander's mother all about the circus. They told her about the baby elephant and how he skipped, waved his trunk, and wiggled his hips when the band played.

Who do you think was listening to all this circus talk? Yes, you guessed right. It was Gabby. And what do you think he said? He repeated what the children said, but he did some strange things to the word, "elephant".

Here's what he said: "The baby felephant skipped to music. The lelephant waved his trunk. The lephalant wiggled his hips." Each time he made a mistake saying "ĕ-lephant", Alexander corrected him saying "say ĕ-lephant". Gabby would say, "Felephant". Again, Alexander would say "Ĕ-lephant". Gabby said, "lelephant". Once again Alexander said, "No, no" The word 'ĕ-lephant' starts with ĕ. Say ĕ-lephant, ĕ-lephant." But Gabby answered, "Felephant", "lelephant", or "lephalant".

Alexander got tired trying to get Gabby to start the word "ĕ-lephant" with an ĕ sound. So he put a cover over Gabby's cage to hush his mouth. To this very day, Gabby says, felephant, lelephant, or lephalant, never E-LEPHANT!

I know a little secret about Gabby. He really could make any sound that people used in speaking words, but he just loved to

tease Alexander pretending that he couldn't use beginning sounds. When no one was around to hear him, he said the word ĕ-lephant in the right way. With what sound did he start the word? Yes, he started it with the sound, ĕ.

Today, you will listen for words that begin with the ĕ sound, as in ĕ-lephant. Close your eyes for this part of the game. When you hear me say words that do not begin with the ĕ sound, raise your hand.

First sequence of words (Children give hand signal on foil word ANIMAL)(CAMERA TO CLASS)

elephant, eskimo, Esther, eggshell, enter, echo, ANIMAL, elevator

Second sequence of words (Children give hand signal on foil word PEANUT)

elephant, escalator, elbow, engine, envelope, elf, Eddie, PEANUT, engineer

Third sequence of words (Children give hand signal on foil word SHADOW)

elephant, escape, Ethel, ever, every, empty, SHADOW, enemy

For the next part of this game, open your eyes. Watch my lips as I say words that begin with the sound ĕ, as in ĕ-lephant. Repeat after me only words I say which begin with an ĕ sound. Put your finger over your lips when you hear me say a word that does not begin with the ĕ sound.

First sequence of words (Children remain silent when they hear foil word FINGER)(CAMERA TO CLASS)

elephant, ebony, ecru, Ellen, Emily, FINGER, etching, elbow

Second sequence of words (Children remain silent when they hear foil word SLIPPER)

elephant, escape, ever, echo, Elsie, eskimo, envelope, SLIPPER, emerald

Third sequence of words (Children remain silent when they hear foil word TOASTER)

elephant, escalator, empty, elevator, edge, entrance, TOASTER, echo, elm

Show the phonetic picture card for ĕ. (CAMERA TO BOARD)

Here is the picture of an animal the name of which begins with the ĕ sound. What is it? (Response: Elephant) The beginning

sound of this picture name will help you remember that each of these letters (point to the upper and lower case ĕ letter) stands for the ĕ sound.

This is how we write an ĕ (demonstrate on the chalkboard). Before the children are called upon to write the ĕ letter, have them trace it in the air to establish the correct movement involved in writing this letter.

Reinforcement and Maintenance Activities

Auditory Game--Animal Caretakers

Materials: Two large paper circus cars. A number of cards with ă and ĕ printed on them.

Instructions: You, the teacher, will say words beginning with the sounds ă or ĕ. Children are to select the correct letter card representing the beginning sound in the word and place the "circus animal" in the correct cage. All ă animals go in the Ă cage and all the ĕ animals go in the Ĕ cage.

Auditory Games 2 and 3

Adapt Leo the Leopard and Rain on the Umbrella to the ĕ sound.

Art Activity

Have the class make an ĕ mobile. Suspend pictures whose names begin with an ĕ sound from a coat hanger. Mount the picture on construction paper, then cut around the pictures, and tape a length of string to the back of each picture. On the back of each picture, print a lower and upper case Ĕ.

Language Activities

I'm Going to a Party

Children assume a name beginning with ĕ in order to attend this imaginary party. Start the language game in this way: "I'm going to a party to which only children whose name begins with ĕ are invited. What is your name?" If a child can't think of a name beginning with an ĕ sound, accept any word that begins with an ĕ sound. Have the children respond in complete sentences, such as "My name is ____." If a proper name is given, have the responding child point to the capital Ĕ on the phonetic picture card and say, "My name begins with the big (or capital) Ĕ." If the word supplied by the child is not a proper noun, he would say, "My name begins with the small ĕ."

What is It?

Prepare a number of cards on which are mounted names of nouns

beginning with an ĕ sound, such as

egg, eskimo, escalator, elbow, elephant, elf, engine, envelope, extinguisher, engineer, emerald.

Print the name of the object below the picture. Place these cards along the chalk ledge.

Select one child to be IT and instruct him to cover his eyes. Then point to one of the pictures along the chalk ledge. Only you and the group know the picture selected. IT uncovers his eyes and the game begins with each member in the group giving a descriptive sentence related to the picture card which was selected by the teacher (or pupil). If the picture card selected was an egg, the children may say the following: It can be eaten; It is white and yellow when cooked; This is what Humpty-Dumpty was; We color them at Easter time. When the picture is correctly identified, the child whose sentence "tipped off" IT, becomes the new IT.

Final Step in the Lesson Development

Place groups of three words each on the chalkboard and have the children erase or draw lines through words which do not begin with the ĕ letter. A suggested list follows:

end	odd	echo	ink	ax	ebb
and	egg	etch	elk	exit	ask
elf	add	itch	old	Elsie	ever

You, the teacher, may, after the foregoing activity has been accomplished, say the ĕ words for the class.

Related Activities

1. Writing the ĕ letter.
2. Finding ĕ letters, both upper and lower case, from letter boxes and placing these in pupil pocket charts.
3. Cut different shapes from newspapers--seasonal things, such as leaves, birds, turkeys, Christmas trees, snowmen, etc. Give each child one of these newspaper patterns and have the children find and circle, or underline, each word that begins with an ă or ĕ. A booklet could be made of these shapes, placing each shape on a separate sheet of drawing paper. Children may select words whose beginning sound is not a short ĕ sound, but since this is a visual discrimination exercise, visually the response is correct.
4. Workbook pages.

End of Tape 3

Tape 4

The Short Vowel Sound ĭ

Before introducing the next sound, conduct a brief review, as suggested on Tape 3, for the vowel sounds ă and ĕ. All review lessons should be structured to consist of the auditory discrimination (eyes opened and closed), a quick reference to the phonetic key card, and a recapitulation as to how one writes the letter representing the sound being reviewed. Also, make use of the following chalkboard exercise: Place ă and ĕ on the chalkboard separated by a vertical bar. Say words some of which begin with the ă sound and some with the ĕ sound. Call on individual children to identify the sound which begins the word you say and then have the child write the vowel letter in either the ă or the ĕ column.

The vowel sound to be presented on this tape is the short vowel sound ĭ (CAMERA TO CHART)(point to position of vowel on the vowel chart). The vowel ĭ is high up in the front vowel series. The tongue is elevated considerably and in a decidedly forward position. The placing of the tongue in the articulation of vowels is useful to you as a classroom teacher.

Vowels are easier to articulate than are consonants. However, one may occasionally have a pupil who misarticulates vowels and in this instance observe the pupil's tongue or lip position. You may be able to correct the sound deviation, that is if there is nothing pathologically wrong with the articulators.

To introduce the short vowel ĭ, tell the motivational story, Never Indian. The presentation may be something like this: On rainy days, on Halloween, and when we go to masquerade parties, we like to pretend that we are somebody else. Well, this is exactly what Alexander liked to do--pretend. He liked to pretend he was a cowboy, an airplane pilot, a fireman, a magician. But best of all, he liked to pretend he was an Indian.

Whenever Alexander got the feeling to be an Indian, he would put on his Indian suit and he'd set up a tepee in his back yard.

One afternoon Alexander invited his friends Indy-Anna, Isabel, Isadore, Ignatius and his dog Inky, to play Indians. Alexander told them they could belong to his Blackfeather Indian Tribe. The girls came each wearing a head band with a chicken feather attached to it. Isadore and Ignatius came with vegetable dye splotches on their faces. Inky came just as he was--a dog.

What about Gabby? Well, he wasn't allowed out of his cage, so he couldn't be anything but what he was, a bird. Alexander thought that Gabby could be useful to the tribe if he would be willing to give three of his tail feathers--one for himself, one for Isadore, and one for Ignatius.

Alexander took a pair of scissors and as he came up to Gabby's cage he said, "Gabby, be a nice bird and let me have three of your tail feathers. I won't hurt you a bit and you'll grow some more feathers."

Gabby yelled, "Help! I'm about to be scalped at my tail end by an imp!"

Alexander said, "I'm not going to scalp you and I am not an imp. I'm a Blackfeather Indian and so are Isadore and Ignatius. I tell you, we're ĭ-ndians. Why can't you ever learn to say important words correctly?"

But Alexander couldn't get Gabby to quiet down. Gabby kept on yelling, "The Incas are after me! Help!"

"No, no, Gabby! Not Incas. We're Blackfeather Indians," said Alexander.

This time Gabby said, "Blackfeather insects are after me!"

Alexander said, "Now Gabby, look at us. Do we look like insects? Whoever heard of Blackfeather insects! We're Indians, I tell you. We're ĭ-ndians!"

Alexander and Gabby made so much noise that Mother came in to find out what was going on. Mother said, "You both sound like a couple of Indians. What's going on here?"

Alexander explained what he wanted from Gabby. Mother was horrified. She said, "I never heard of Indians getting feathers from a live bird! I can give you some feathers from my old Easter hat and I want it understood that you're to leave Gabby alone."

Gabby said, "Leave Gabby alone, you imps, you insects, you Incas!"

So you see Gabby could say many ĭ words, but never INDIAN!

In the story you just heard, Gabby would not say a certain word. What was that word? (Response: Indian) With what sound does this word begin? (Response: ĭ) Yes, the sound is ĭ. Today, we are going to listen for words that begin with ĭ, as in Indian. Close your eyes and listen carefully for words that begin with ĭ. If I say a word that does not begin with the ĭ sound, raise your hand.

First sequence of words (Children give hand signal when they hear foil word ESKIMO)(CAMERA TO CLASS)

Indian, Illinois, Isabelle, into, image, itch, ESKIMO, imitate, igloo

Second sequence of words (Children give hand signal when they hear foil word ATTIC)

Indian, infection, infant, isn't, impure, imagination, improve, ATTIC, iguana, impolite

Third sequence of words (Children give hand signal when they hear foil word OCTOPUS)

Indian, insect, immense, indoors, inning, inches, OCTOPUS, invite, Italy, igloo

The next part of our listening game is played with our eyes open. Watch my lips as I say words that begin with an ĭ sound. Repeat after me only ĭ words I say. When I say a word that does not begin with the ĭ sound, put your finger over your lips and do not say it.

First sequence of words (Children remain silent on foil word ENGINE)(CAMERA TO CLASS)

Indian, inches, invite, insect, Isabelle, ENGINE, Illinois, image, infant, interrupt

Second sequence of words (Children remain silent on foil word ALICE)

Indian, igloo, imitate, iguana, illness, Italy, infection, into, ALICE, inches

Third sequence of words (Children remain silent on foil word ELEPHANT)

Indian, infant, inches, instead, Italy, invitation, image, insect, ELEPHANT, invite

Show the phonetic key card for ĭ and say: (CAMERA TO CARD) Here is a picture of something the name of which begins with the ĭ sound. What is it? Yes, it is an Indian. The beginning sound will help you remember that each of these letters (point to the upper and lower case ĭ letters) stands for the ĭ sound.

This is how we write an ĭ. (CAMERA TO CHALKBOARD) Demonstrate on the chalkboard the correct movement to employ in writing an ĭ. Have the pupils practice tracing an ĭ in the air and then have each child write an ĭ on the chalkboard, both upper and lower case letters.

Reinforcement and Maintenance Activities

Auditory and Visual Discrimination Games

A Cat Tale

In this game, children are seated in a circle around the teacher. The children are the "cats"; the teacher is the "witch" who will change the "cats" into broomsticks if their responses are incorrect.

Directions: Place the ă, ĕ, ĭ vowels on the chalkboard, several

of each, in random sequence. For example, ĭ, ĕ, ĕ, ă, ĭ, ĭ, ĕ, ă, ĭ, etc. As you, the "witch", say ĭ words, the child called upon repeats the ĭ word and circles one of the ĭ letters on the chalkboard. If the "witch" says a word that does not begin with ĭ, the "cat" responds with Ne-ō rather than Me-ow. If the child's response is incorrect, the "witch" touches the "cat" with her wand (pointer) and the "cat" is changed into a broomstick and stands up rigidly.

A Copy Cat Can be a "Hep" Cat

Children pretend they are cats who are hungry. If their responses in this game are correct, they will be fed a saucer of milk (a paper circle) or a mouse (a paper mouse).

Have five or six children face the rest of the children who are at the reading circle. You, teacher, will say ĭ words and the child called upon will repeat the word and write the letter for the beginning sound. A good copy cat gets his choice of a "saucer of milk" or a "mouse". Those who respond inappropriately, go hungry.

Language Activity

In the following activity, children are asked to supply (orally) an ĭ word which will complete the second sentence in each pair of sentences. You, the teacher, say the following:

I am going to have a party. I will _____ many children. (invite)
I know another name for a baby. The word is _____. (infant)
The nurse measured my height. I was 60 _____ tall. (inches)
I am an Eskimo. I live in an _____. (igloo)
I see myself in a mirror. I see my _____. (image)
I like to play the game Follow the Leader. When you follow the leader you _____ him. (imitate)
To do something better, one must practice. If you practice you may _____. (improve)
Your answer is right, but mine is _____. (incorrect)
I am a girl. My name is _____. (Isabelle)
A scratch must be kept clean. You might get an _____ if you don't keep it clean. (infection)

Final Step in the Lesson Development (CAMERA TO CHALKBOARD)

Place groups of three words each on the chalkboard and have the children erase or cross out the words which do not begin with an ĭ letter. You, teacher, may say all the ĭ words after all the ĭ words have been identified.

in	on	imp	end	it	itch	Isabelle
an	it	am	if	and	in	igloo
ill	at	is	of	ink	etch	egg

Related Activities

1. Writing the ĭ letter.
2. Finding ĭ letters, both upper and lower case, from letter boxes.
3. Workbook pages.

Continue to encourage children to bring in pictures or words beginning with the vowel sound under study (words found on food labels, advertisements, newspapers, etc.).

End of Tape 4

Tape 5

The Short Vowel Sound ŏ

Before considering the next short vowel sound ŏ, conduct a brief review of the short vowels ă, ĕ, ĭ in the manner suggested on Tape 4. This review can be accomplished in about five minutes. At your discretion, this review may be limited to just one vowel sound, the one you believe needs reinforcement.

This tape, and succeeding ones, are intended to develop in you, the teacher, an awareness for sounds, and, at the same time, provide procedures to use for developing word recognition skills in teaching children to read. So far, the lessons presented introduced the short vowel sounds ă, ĕ, ĭ which belong to the front vowel series (point to these on the vowel chart). (CAMERA TO VOWEL CHART)

The next vowel sound to be presented is the short vowel sound ŏ which belongs to the lip vowel series (point to this series on the lip vowel chart). The sound quality of the vowels in this series is attributable to tongue and lip position. The tongue is not easily observable, but the lip position is very noticeable. In articulating the vowel sound ŏ, the position of the lips is neutral and the tip of the tongue is against the lower teeth, as it should be for all vowel sounds.

Use a hand mirror and observe the role of the lips in articulating all the vowel sounds in the lip vowel series. Articulate ŏ, ô, ō, o͝o, and o͞o.

To introduce the short vowel sound ŏ, read this motivational story about Alexander and his talking bird, Gabby.

Most everyone in this world has an interest in something. Well, Alexander was interested in birds. It's true he used to get very cross with Gabby, but he really loved him. Because he liked birds very much, Alexander read books about birds. He found out that birds come in all sizes, shapes, and colors. The bird Alexander found to be very strange, but interesting, was the ostrich.

Do you know anything about ostriches? Ostriches are about as tall as your mother or father--maybe a little taller. They weigh about as much as three children in the first grade and even as much as six children. Ostriches can run very fast, but they can't fly. Another strange thing about ostriches is that they eat stones along with their food. Have you ever seen an ostrich egg? It's very big and it takes about twenty-four and sometimes thirty-six eggs, the kind your mother uses, to make one ostrich egg!

Alexander got so interested in ostriches that his mother decided to take him to the zoo where he could see live ostriches. She told Alexander to ask his friends, Oswald, Oliver, and Oscar to come along. And he did.

At the zoo, where do you think Alexander led his mother and his friends, Oswald, Oliver, and Oscar? Yes, straight to the place where the ostriches were kept. There was a big crowd gathered around the ostrich pen. When Alexander and his mother and his friends, Oswald, Oliver, and Oscar got up close, they saw an animal doctor, Dr. Omelet, with his hands on an ostrich's throat. Alexander found out that the ostrich, named Ollie, had swallowed some kind of object. It got stuck down in his neck. Dr. Omelet said, "If only I could get Ollie to say o͝o, I could see what kind of object was stuck in the middle of his neck. If I don't get the object out soon, I'll have to operate."

Finally, Dr. Omelet moved the object up, up, up Ollie's throat and got the object out. What do you think the object was? It was a colossal size olive! The doctor massaged Ollie's throat and then left. So did the crowd and so did Alexander, his mother, and his friends, Oswald, Oliver, and Oscar. They all went home.

That evening Alexander told his father about the zoo and about Ollie, the ostrich, who had swallowed a colossal size olive. Who, besides Alexander's father, was listening to this story? Yes. It was Gabby. He repeated what Alexander said.

Gabby said, "'llie (Lee) swallowed a 'live (liv)." Alexander said, "Why don't you say words correctly? You didn't start some words with o͝o. Say 'Ollie' not 'llie'. Ollie, the ostrich, swallowed an <u>olive</u>, not a 'liv'." But Gabby kept on saying, "llie" instead of "Ollie" and "liv" instead of "olive."

Then Gabby said, "Dr. 'Melet' thought he would have to 'perate' on 'llie' to get the 'ject out." Once again Alexander tried to correct Gabby. He said, "Say, 'Dr. Omelet', not 'Dr. 'Melet'." But Gabby wouldn't listen. And he wouldn't change 'perate' to <u>operate</u> and 'ject' to <u>object</u>.

Alexander said, "I give up. Let's see if you can say o͝o. I want to look down your throat to see if there's something wrong with your voice box."

Do you think Gabby opened his mouth? No, he didn't. Did he

ever say the word ostrich, or omelet, or operate, or object? No, never, never, never!

Do you remember the sound Alexander wanted Gabby to make so that he could look down his throat? Yes, the sound was ŏ. Today, we are going to listen for words beginning with ŏ, as in ostrich. Close your eyes and be sure to give me a hand signal when I say a word that does not begin with ŏ. Ready?

First sequence of words (Children give hand signal when they hear foil word AMBULANCE)(CAMERA TO CLASS)

ostrich, October, olive, odd, object, octopus, AMBULANCE, oxygen, operate

Second sequence of words (Children give hand signal when they hear foil word INDIAN)

ostrich, otter, opposite, Oliver, opera, ox, oblong, INDIAN, oxford, occupy

Third sequence of words (Children give hand signal when they hear foil word ESKIMO)

ostrich, octet, onynx, osprey, Olga, optician, Oscar, oxen, olive, ESKIMO

Open your eyes for the next part of our listening game. Watch my lips say the words. Repeat every ŏ word I say. When I say a word that does not begin with ŏ, put your finger over your lips and do not say it.

First sequence of words (Children remain silent when they hear foil word ESTHER)(CAMERA TO CLASS)

ostrich, Otto, oxen, object, octet, operate, omelet, Oliver, ESTHER, octopus

Second sequence of words (Children remain silent when they hear foil word ILLINOIS)

ostrich, Oswald, oxen, opposite, onyx, ox, odd, ILLINOIS, otter

Third sequence of words (Children remain silent when they hear foil word ANIMAL)

ostrich, October, obelisk, oxford, object, omelet, ANIMAL, opera, oblong

Show the phonetic picture card for ŏ and say the following (CAMERA TO CARD): Here is a picture of something the name of which begins with the ŏ sound. What is it? (Response: An

ostrich) The beginning sound of this picture name will help you remember that each of these letters (point to the upper and lower case ŏ letters)(CAMERA TO CHART) stands for the ŏ sound.

This is how we write the ŏ letter. (Demonstrate the correct movement to employ in writing the ŏ letter.)(CAMERA TO CHALKBOARD) Have each child trace an ŏ in the air and then have each one write the letter on the chalkboard. Teach the writing of the capital letter, Ŏ, when the need arises.

Reinforcement and Maintenance Activities

Auditory and Visual Discrimination Games

1. A Visit to the Land of Oz

You, teacher, are a guard at the gates of the Land of Oz. (Two chairs may be used as gates with guard standing at the gates.) To get through the gates to see the Wizard of Oz, each child takes a turn requesting entrance to the Land of Oz. The guard (teacher) says a sequence of three words, only one of which starts with the ŏ sound (the password). The child must repeat the ŏ word to gain entrance and hands the guard a ticket (a card with an ŏ printed on it) and the guard then moves the chairs aside (opens the gates). The child crosses the room (goes through a forest of chairs) to where the Wizard sits (a child wearing a head band with the words, "Wizard of Oz", printed on it).

If a child fails to repeat the password (the ŏ word), he is refused admittance to the Land of Oz and goes back home (returns to his chair in the reading circle and sits down).

2. A Trip to the Moon

Place a number of ŏ letters on the chalkboard as well as vowels ă, ĕ, ĭ, in a scattergram arrangement. All ŏ letters represent space stations. Also place a circle, representing the moon, up, off to the right of the scattergram of vowel letters. You, teacher, say a sequence of words, some beginning with ŏ, and some beginning with ă, ĕ, ĭ. The child called on (the astronaut) moves from one ŏ station to another ŏ station (uses chalk to join the stations) only when he hears you, teacher, say an ŏ word.

The object of the game is to see if the astronaut can plot a path to the moon requiring the least number of moves. The astronaut who gets to the moon with the least number of moves gets to keep one of the moon rocks (jelly bean, marble, or a gum ball).

If a child attempts to move from one ŏ station to another ŏ station when the teacher says a foil word, he is disqualified as an astronaut and is grounded (sits on the floor).

A new scattergram of vowel letters is placed on the chalkboard

for each child who wishes to take a trip to the moon.

Language Activity

You, teacher, will say the following riddles for the children to solve:

I'm thinking of an ŏ word which is the name of a month.(October)
I'm thinking of an ŏ word which is the name of a sea animal with eight arms or legs. (octopus)
I'm thinking of an ŏ word which is the name of a boy. (Oliver, or Oswald, or Oscar)
I'm thinking of an ŏ word which is the name of a fruit. (orange)
I'm thinking of an ŏ word which is the name of a kind of shoe. (oxford)
I'm thinking of an ŏ word which is the name of something we breathe. (oxygen)
I'm thinking of an ŏ word which is the name of something made of eggs. (omelet)
I'm thinking of an ŏ word which is the name of something to eat. It is either green or black and is packed in jars. (olive)
I'm thinking of an ŏ word which is the name of an animal. (otter)

Final Step in the Lesson Development

Place groups of three words each on the chalkboard and have the children erase or draw a line through words which do not begin with an ŏ letter. After the children called upon have accomplished this task, you may say the ŏ words which remain on the chalkboard.

Related Activities

1. Writing the ŏ letter.
2. Finding ŏ letters, both upper and lower case, from letter boxes and placing them into pupil pocket charts.
3. Workbook pages.

If any child in the room has a name, a relative, or a friend whose name begins with an ŏ sound, use this information making it a part of the room news. Continue to encourage children to bring in words beginning with an ŏ letter (accept words which begin with a long ō sound as this is intended to be a visual discrimination activity) and pictures whose names begin with an ŏ sound (the sound in this instance must be a short ŏ).

End of Tape 5

Tape 6

The Short Vowel Sound ŭ

It should be understood that the authors of the CAME approach advocate the use of meaningful wholes--words, phrases, and

sentences--in teaching beginning reading. It is the quickest way to "open shop" in that a child can do some reading quickly which satisfies the expectation he has of first grade. However, the global approach has serious shortcomings in spite of the fact that cue confusion is lessened through the use of context.

It is also well to point out that the major word recognition skills and meaningful vocabulary are developed in the first three primary grades. The major emphasis shifts in the intermediate grades to vocabulary expansion and to developing word meanings. Since the major emphasis in the first three grades is on the basic word recognition skills, a program of instruction in the sounds of letters assembled into pronouncing units or syllables and the application of this knowledge to new and unknown words in a contextual setting, should be initiated at the early stages of reading. Instruction should be initiated at the pre-kindergarten, kindergarten, and certainly at the first grade level. In this way, we can guide a child into becoming a self-reliant and independent reader; in this way we can reduce to a minimum the number of reading difficulties.

Finally, the CAME approach may be, can be, keyed into any of the currently-used reading series. This feature of the CAME program is not a characteristic of current reading series since each has its own built-in phonics program which is structured to key-in to no other reading series.

The last segment of this tape will provide a review of all vowels. Hence, the usual review which precedes the presentation of a new sound, will be omitted from the beginning time segment of this tape.

So far, you have been introduced to the teaching of three front vowel sounds, ă, ĕ, ĭ, and one lip vowel sound, ŏ (point to these on the vowel chart)(CAMERA TO CHART). The next short vowel sound to be presented is the short vowel sound ŭ. A look at the vowel chart shows that it is the lowest central vowel sound. This vowel sound is produced by elevating the central portion of the tongue toward the hard palate. However, the degree of elevation is so slight that one can say the tongue is in a neutral position.

To introduce the short vowel sound ŭ, relate the motivational story about Alexander and his talking bird, Gabby, in the following manner: How many of you have Show-and-Tell-Time in your schoolroom? This is a fun time of the day when you bring things to school to show to others and to talk about them. Sometimes children bring in things which you have never seen and sometimes the things are surprises and you have to guess what they are. Today, you will find out what some children brought to Alexander's classroom for Show-and-Tell-Time.

One day when Alexander got home from school, he told his mother about the unusual and interesting things the children

brought. As he was talking, as usual, there was Gabby, listening.

Alexander said, "Adonis brought his pet opossum."

Gabby said, "What's a 'some'?"

Alexander said, "It's not a 'some'--it's an opossum. You didn't start the word with an ŭ sound. The word is opossum. I've told you an umpteen number of times to say words correctly."

Gabby kept right on saying, "What's a 'some'? What's 'umpteen'?"

Alexander said, "I may as well tell you. An opossum is an animal about the size of a cat that lives in a tree. It carries its baby in a pouch like a kangaroo does and has a tail which it uses for climbing and swinging. To fool his enemies, he likes to pretend he's dead by rolling into a ball and lying still. 'Umpteen' means I've repeated things a zillion times."

Just then Gabby closed his eyes and lowered his head, as if he were sleeping.

Alexander said, "Quit trying to fool me. I know you're 'playing possum'."

Gabby said, "Po- po- some, some- po- po."

Alexander said, "You annoy me, Gabby. Stop upsetting me and let me get on with my story."

Alexander went on with his Show-and-Tell story. "Amigo brought a duckling named 'Ugly Duckling' and it was ugly. He brought something else, too--a relative of yours, Gabby."

Gabby said, "Relative? I don't know anybody called 'relative'."

Alexander said, "A relative is someone like an uncle, but your relative is a bird called a starling. This bird is unfriendly and he's a pest. What's more, he's not an American bird. He was brought to America."

Gabby said, "I'm an American bird and I'm not a pest."

Alexander said, "Oh, hush! Let me get on with my story. Alexius brought a pretty umbrella, a special kind of umbrella with peep holes in it through which you can look to see where you are going. His Uncle Upton gave it to him for his birthday."

Gabby said, "I want a 'brella with peep holes."

Alexander said, "There you go again leaving off the beginning

sounds in words. It's ŭ-mbrella. Say ŭ-mbrella."

Gabby said, "It's a 'brella. I want a 'brella."

Alexander got very cross. He said, "I know what you will get." What do you think Alexander gave Gabby? Nothing. He just put a cover over Gabby's cage to make him hush.

But Gabby kept repeating, "A 'brella. I want a 'brella."

Do you think he ever said 'umbrella?" No, never "umbrella". Never, never, never!

Do you remember the mistake Gabby made when he pronounced the word "umbrella"? Yes, he didn't start the word with the ŭ sound. This is the sound we are going to listen for, ŭ, as in umbrella. Close your eyes for the first part of our listening game. Remember to give me a hand signal when I say a word that does not begin with the ŭ sound.

First sequence of words (Children give hand signal when they hear foil word OSTRICH)(CAMERA TO CLASS)

umbrella, ugly, uncle, umber, under, usher, OSTRICH, umpire, us

Second sequence of words (Children give hand signal when they hear foil word IGLOO)

umbrella, unlace, upon, upset, utter, usher, IGLOO, until, ugly

Third sequence of words (Children give hand signal when they hear foil word OMELET)

umbrella, unhappy, umber, ulcer, usher, umpire, uncle, unkind, OMELET, under

Open your eyes for the next part of our listening game. Watch my lips as I say words and repeat only the ŭ words I say. When I say a word that does not begin with ŭ, put your finger over your lips and do not say it.

First sequence of words (Children remain silent when they hear foil word OPERATE)(CAMERA TO CLASS)

umbrella, uncle, until, ugly, usher, umpire, unravel, unlock, OPERATE, uncover

Second sequence of words (Children remain silent when they hear foil word OCTOPUS)

umbrella, utter, unscrew, unkind, ultra, uncle, usher, ugly, OCTOPUS, unlike

Third sequence of words (Children remain silent when they hear foil word OBLONG)

umbrella, under, upper, ugly, udder, OBLONG, usher, unfasten

Show the phonetic picture card for ŭ and say: (CAMERA TO CARD) Here is a picture of something the name of which begins with the ŭ sound. What is it? (Response: An umbrella) The beginning sound of this picture name will help you remember that each of these letters (point to the upper and lower case ŭ letters) stands for the ŭ sound.

This is how we write the ŭ letter. (Demonstrate the correct movement to employ in writing this letter.)(CAMERA TO CHALKBOARD) Have the children trace the ŭ letter in the air and then have each child write the ŭ letter on the chalkboard. Teach the writing of the upper case Ŭ as the need arises.

Reinforcement and Maintenance Activities

Auditory and Visual Discrimination Games

1. A Sound-Go-Round

This game is similar to the familiar musical chairs game. As you, teacher, say words that begin with an ŭ sound, children circle around stepping on newspaper sheets laid down on the floor in the way the numbers on a clock are positioned. On each sheet is printed a vowel, five of which are the letter ŭ, and each of the remaining seven sheets have ă, ĕ, ĭ, ŏ, printed on them. All ŭ sheets are Safety Islands and all other sheets are patches of dangerous quicksand.

One step, clockwise is permitted for each ŭ word a player hears. As soon as the teacher says a foil word all players stop circling and step onto a newspaper sheet. Those stepping on an ŭ sheet are safe. Those who stop on a patch of quicksand (sheet on which is printed an ă, ĕ, ĭ, ŏ, sink (they leave the game). However, if the player who stepped on a patch of quicksand can give a word starting with the vowel sound which corresponds to the letter on which he is standing, he is safe and may remain in the game.

New players replace those who "sank". After all the children have had an opportunity to play the Sound-Go-Round game, time can be called. All those who sank have to perform a redeeming forfeit such as:

1. Laugh three different ways.
2. Say three nice things about themselves while hopping on one foot.
3. Bark three different ways.
4. Snarl like an angry cat, meow like a hungry cat, purr like a contented cat.

5. Show three different facial expressions.

2. What's the Good Word?

Say the following: One word in each sentence I say should begin with the ŭ sound. Listen for the incomplete word and make it complete by starting it with the ŭ sound.

I cannot _ntie my shoe lace.
I do not _nderstand what you said.
Mother was _nhappy when she lost her purse.
This key will not _nlock the door.
You cannot _nscramble eggs.
We must not be _nkind to people and animals.
The _mpire at the baseball game uses hand signals.
We will play _ntil it is time for lunch.
Gabby wanted an _mbrella.

Final Step in the Lesson Development (CAMERA TO CHALKBOARD)

Place groups of three words each on the chalkboard and have the children erase or draw a line through words which do not begin with the ŭ letter.

on	not	under	nest	neck	utter
up	us	not	uncle	until	no
no	ugly	up	nap	usher	us

After this exercise has been completed, you, teacher, may say the ŭ words.

Review of All Short Vowel Sounds

1. Vowel finger-play - Children can supply the appropriate movements for the following verse:

A is for apple, big, round, and sweet
O is for ostrich with skinny legs and feet
E is for elephant whose trunk swings very low
I is for Indian who can imitate a crow
U is for an ugly face you see upon a hippo
The Ă, Ĕ, Ĭ, Ŏ, Ŭ sounds I'll never forget
For they are the vowels of the ALPHABET!

2. Chalkboard Exercise

Place the five short vowel letters on the chalkboard, separating each with a vertical bar. At this time tell the children that these letters belong to a family of letters called the vowels. Say words that begin with the vowel sounds ă, ĕ, ĭ, ŏ, ŭ. Have individual children identify the beginning vowel sound they hear at the beginning of words you say and then instruct them to write the vowel letter in the proper vowel column. Lastly, have the child point to the letter he has written and say, "This is _____ (vowel sound)."

3. Vowel Bingo

Give each child a grid (duplicated) with at least 25 cells. In each cell have a printed vowel (in random order). As you say words beginning with vowel sounds, have the children place a counter on the grid (a button will do) over the vowel sound they heard. Any arrangement of counters (buttons) horizontally, vertically, or diagonally on the grid is a winning arrangement.

4. Circus Animal Hunt

Draw five circus cars and label each with one of the five vowels. Also, have a number of cards on which are printed each of the vowels and place these along the chalk ledge. These cards represent circus animals that have escaped. Instruct children to listen for the vowel sounds that begin the words you say. If they correctly identify the vowel sound, they are to select from the chalk ledge, the printed counterpart for this vowel sound and place it below the cage bearing the same vowel letter as is on the card. The child has thus succeeded in capturing an escaped circus animal.

Related Activities

1. Writing the ŭ letter.
2. Finding ŭ letters, both upper and lower case, from letter boxes.
3. Workbook pages.

Continue to encourage children to look for and bring in words from magazines or newspapers that begin with an ŭ letter. Or, you may trace a pattern on magazine or newspaper pages. Cut out the patterns, give each child one and instruct the children to underline all the words they can find that begin with the ŭ letter or words that have the ŭ letter in any other position in the word.

End of Tape 6

Tape 7

The Consonant Sound s

It has been stated on a previous tape that the CAME program embodies 44 basic speech sounds of which 25 are consonant sounds. The consonant sounds will be presented in a sequence based on their frequency of occurrence in our English syllables. Notice (point to Consonant Chart)(CAMERA TO CHART) that a number of consonants are paired because they are articulated in the same manner, but one member of each pair is made with the breath and is voiceless, and the other member is articulated with the vocal chords vibrating, and is voiced. There are nine such pairs of voiceless and voiced consonants.

Consonant sounds are more difficult to articulate than are

vowel sounds. To produce them requires a precise positioning of the articulators. With this in mind, it is not unusual to find that some children have difficulty producing certain consonant sounds.

This tape will concern itself with the first most frequently occurring consonant sound, s. The consonant sound s is a voiceless sound and its companion, z, is a voiced sound. Place your finger tips on the larynx and articulate the s and z sounds. Note that they are both articulated in the same way, but the vocal chords do not vibrate when you say s.

To the group of children assembled in a reading group (as always), read the following motivational story, Never Statue.

Boys and girls, I have another story to tell about Alexander and his bird, Gabby. Every day, after school, Alexander told his mother about something interesting that happened in school. One day Alexander's teacher had the children play a new kind of game. Alexander told his mother how the game was played.

Alexander said, "Our teacher said words that began with an s sound. The children marched around just as long as she said words that started with the s sound. When she said a word that didn't begin with s, everyone stood as still as a statue."

As Alexander was telling his mother about the game, Gabby was listening. He said, "What's a 'tatue'?"

Alexander said, "I said s-tatue. The word starts with s. Say s-tatue."

Gabby said, "Achoo, achoo."

"Gabby, you're sneezing! You must have a cold," said Alexander.

Gabby said, "I'm not 'neezing."

"There you go again," said Alexander. "The word is s-neezing. I guess you can't make an s sound because you have no teeth."

Gabby said, "I 'wallow 'tones and they're better than teeth."

Alexander said, "You mean you swallow stones. I guess the only way to keep you quiet is to cover your cage with a sack." And he did just that.

What do you think Gabby kept saying? He kept saying, "Achoo, what's an 'achoo?" Never statue!

For our game today we are going to listen for the sound that Gabby couldn't say at the beginning of words. What was the sound?

(CAMERA TO CLASS)(Response: "S") Yes, the sound was s.

Close your eyes and listen for words that begin with the s sound, as in squirrel. When I say a word that does not begin with s, raise your hand. Ready?

First sequence of words (Children give hand signal when they hear foil word BUTTON)(CAMERA TO CLASS)

squirrel, star, snake, spoon, spot, sleep, slipper, BUTTON, stamp, sled

Second sequence of words (Children give hand signal when they hear foil word KITTEN)

squirrel, sun, soup, soap, sack, KITTEN, sailor, song

Third sequence of words (Children give hand signal when they hear foil word PUMPKIN)

squirrel, sink, scat, suit, saddle, Sam, PUMPKIN, saw, skip

The next part of our listening game is played with our eyes open. Watch my lips as I say words that begin with the s sound and repeat them after me. When I say a word that does not begin with the s sound, put your finger over your lips and do not say it. Ready?

First sequence of words (Children remain silent when they hear foil word HAMMER)(CAMERA TO CLASS)

squirrel, school, silk, sweet, saucer, slide, steps, HAMMER, sock, spider

Second sequence of words (Children remain silent when they hear foil word RABBIT)

squirrel, string, snow, sky, swan, seat, RABBIT, silver, salad

Third sequence of words (Children remain silent when they hear foil word NICKEL)

squirrel, skate, stamp, saw, slice, story, NICKEL, six, sun

Show picture card for s. (CAMERA TO CARD)

Here is a picture of something the name of which begins with the s sound. What is it? (CAMERA TO CLASS)(Response: A squirrel) The beginning sound of this picture name will help you remember that each of these letters (point to upper and lower case s)(CAMERA TO BOARD) stands for the s sound.

This is how we write s. (CAMERA TO BOARD)(Demonstrate on

chalkboard the correct movement to employ in writing a lower case s.) Have the pupils trace an s letter in the air and then have each pupil write it on the chalkboard. Teach the capital S when the need arises.

Reinforcement and Maintenance Activities

Auditory Discrimination Game

This is a game in which you will pretend you are in a restaurant ordering food and I (the teacher) will be the waitress. I will suggest things to eat that begin with an s sound. If the food I suggest begins with s, you will say, "Yes, I'll have (name of food that begins with s)." If I name a food that does not begin with s, you will say, "No, I don't want that." Ready? (CAMERA TO CLASS)

soup, soda, sausage, strawberries, BREAD
syrup, sandwich, steak, CORN
salad, salmon, spaghetti, MILK
salami, salt, sardines, sauce, stew, PEACHES
sucker, stuffing, sauerkraut, sweet potato, EGGS
Swiss cheese, sponge cake, spare ribs, string beans, APPLE

A variation of the foregoing game is one in which the teacher is a grocery store clerk and the children are the shoppers. The "store clerk" suggests foods which begin with an s sound and the "shoppers" say, "I'll buy (they name the s food which the "store clerk" suggested), but when a food is suggested that does not begin with the s sound they say, "No, I don't want that."

Visual Discrimination Game I'll Do It--You Name It

Materials: Word cards which are printed with the following s verbs:

stand	skip	scrub	sweep	slap	squeeze
sit	smile	scold	stamp	sprinkle	
stretch	step	sew	swing	sniff	
stoop	slide	skate	saw	smell	
sleep	sneeze	swim	scratch	smash	

Divide the group of children into a girl and boy team. You, teacher perform the appropriate action for the s word you hold. Anyone on the girl team may guess the s word you are dramatizing. If the guess is correct, the girl team gets the s word card. If the guess is incorrect, anyone on the boy team may have a chance to guess the name of the action. Give the boy team a turn to guess the next action word. If they fail to make a correct guess, then the girl team gets a chance to name the action.

Language Game Questions, Questions, Questions!

I am going to ask some questions. The answers to all these questions are words that begin with the s sound. (CAMERA TO CLASS)

1. How do lemons taste? (sour)
2. What do we call two pieces of bread with meat or some other kind of filling? (sandwich)
3. What is planted in the spring? (seeds)
4. Who frightened Little Miss Muffet? (spider)
5. What twinkles up in the sky? (stars)
6. What comes out of a chimney? (smoke)
7. During what season do most people go on a vacation? (summer)
8. What do we use to cut cloth? (scissors)
9. Where does mother wash the dishes? (sink)
10. Into what do you pour milk for a cat? (saucer)

The final step in the development of this lesson is to apply visual discrimination to words beginning with the s sound. Place groups of three words on the chalkboard. Children are to erase or cross out words which do not begin with the s sound. Have the children place their finger under each s word and say, "This word begins with s." In this way, we insure the matching of sight and sound.

sit	sell	fin	silk	Sam	some	star
zip	so	sin	milk	Ann	come	send
sun	fell	sand	self	Sally	sift	lend

After this exercise has been completed, you, teacher, may say the s words which remain on the chalkboard.

Related Activities

1. Writing the lower case (small) s.
2. Finding s letters, both small and capital, from letter boxes.
3. Workbook pages.

Continue to encourage children to bring in pictures or words they find in magazines, newspapers or on food labels beginning with the sound s.

The sound of z is NOT to be presented at the same time as is the sound, s. This sound has to be considered at a time which depends on its sequential position in the CAME continuum of 44 basic speech sounds. Because the voiced sound of z is articulated in the same way as its voiceless correlative s, the procedure for presenting this sound is identical to that used on this tape for the sound s.

Hence, the procedure on this tape serves as a model for the presentation of the sound z. The only change needed is the substitution of words beginning with a z sound in both the auditory discrimination exercises and in the visual exercise. The maintenance and reinforcement activities suggested for the s sound, are easily adapted to the sound z by substituting the sound z for the sound s.

Zany Questions on Sound "Z"

One night during a thunderstorm, Gabby was awakened by the crash of thunder and flashes of lightning. He zipped over to Alexander's bed and yelled, "Someone is writing in the 'ky."

Alexander hurried over to the window and sure enough he, too, saw flashes of lightning zooming across the sky. "You know, Gabby," he said, "you're right. The streaks of lightning do look like zigzag letters. They look like the letter for the z sound. We hear this sound at the beginning of words, such as zero, zing, zip, zinnia, zombi, zoo, zephyr, and zebra."

Gabby asked, "Are 'ebras white with black stripes or black with white stripes?"

"The animal's name is zebra. Its name begins with a z sound. Without teeth you can't make the sound correctly. I make the sound with my teeth almost closed. My tongue is raised toward my upper teeth and the sides touch my upper teeth. Then I push a breath through a narrow space over my tongue. Now, about zebras--they're white with dark stripes. Any more zany questions?"

Gabby asked, "What kind of knee is a za-knee?"

"I'm not talking about knees. 'Zany' means your question was a silly one."

Gabby's next question was, "Who paints the black stripes on the 'ebras?"

"That's another zany question. No one paints the stripes on zebras. They're born that way. Now zoom back to your cage. Last one in bed is a zombi!"

Gabby zoomed back to his cage, but instead of flying back in a straight line, because that's the shortest way to anywhere, he flew in a zigzag way. Gabby couldn't say a z sound, but he knew how to trace the letter by zigzagging his way to his cage. Both he and Alexander got to their sleeping places at exactly the same time so neither was a zombi.

Do you think Gabby was ever able to say words, such as zero, zoo, and zebra? No, never, never, never! And you know why!

Considerably further along in the continuum of basic speech sounds, the need arises for a consideration of words whose final spelling is se sounded as z, as in rose and ce, as in nice, sounded as s. A vowel clue is involved in words ending in ce. If the ce follows immediately after a vowel, as in nice, the vowel has a long sound; the vowel sound is short if a consonant intervenes between the vowel and ce, as in fence.

End of Tape 7

Tape 8

The Nasal Consonants m and n

Conduct a brief review of the consonant s. The procedure to use was given on an earlier tape.

Three of the forty-four basic speech sounds are nasals, namely, m, n, ng. In articulating these voiced sounds, the breath stream is obstructed by the lips for the consonant sound m, by the tongue tip for the consonant sound n, and by the back of the tongue in contact with the soft palate for the consonant sound ng. In the articulation of these three nasal sounds, the voice passes through the nose in a continuous humming sound.

Although the m, n, and ng sounds are grouped together because of the type of noise they make (nasal), only two of the nasal sounds, m and n, will be presented on this tape. However, when teaching a class of children, do not present both sounds, m and n, in a single lesson. Nor should the lesson for the n sound follow the m lesson. The sound n should be presented at a time assigned to it in the continuum of basic speech sounds--that is, after the r consonant sound has been introduced. (Use the Basic Speech Sounds line chart and point to its sequential position.)(CAMERA TO CHART)

Because of the close acoustic quality of m and n, begin as usual with auditory discrimination exercise but first instruct the children to watch your lips as you say words beginning with the sound m (or n) and then to close their eyes and listen for the sound m (or n). The change in the order of the two parts of the auditory discrimination exercise will be helpful in auditorially distinguishing words beginning with m from those beginning with n.

Read the motivational story When to Use Your Nose--Not Your Mouth. Begin in the following manner:

Most everyone knows what an insect is. Insects may be beautiful creatures, such as butterflies, or pests, such as flies, mosquitoes, or moths. Today we're going to hear about an insect Alexander caught to bring to school.

Alexander's class was studying insects. Every Monday morning someone in the class was to bring in a live insect. It was Alexander's turn to bring one. So he got--guess what? A live mosquito! Alexander liked to name things so he named his mosquito Maximilian.

Alexander asked his mother, "How can I carry Maximilian to school?"

His mother asked, "Who is Maximilian?" Alexander explained that Maximilian was the name of his live mosquito.

His mother said, "Oh, so that's who has the fancy name, Maximilian. Here, you can carry Maximilian in this empty mustard jar." And that is where Alexander put Maximilian--into the empty mustard jar.

As Alexander was doing this, there was Gabby, watching and listening.

Gabby asked, "What will you do with the 'squito, and what kind of toes does a 'squito have?"

Alexander said, "This insect is a m-osquito. Each of his names--Maximilian and mosquito--begins with an m sound. Can't you say m? All you have to do is close your mouth and hum, and the sound will come out through your nose."

Gabby said, "I use my nose to breathe and not for humming. What's a 'squito, and what kind of toes does he have?"

Alexander said, impatiently, "This is a mosquito, not a 'squito. I don't know what kind of toes he has. We're going to look at Maximilian under a magnifying glass."

Gabby kept saying, "I want to see his toes!"

Alexander said, "Here, look at Maximilian and see if you can see his toes." So Alexander opened the mustard jar for Gabby to get a good look at Maximilian and as he did so, out flew Maximilian! Quickly, Gabby caught him with his mouth.

Alexander said excitedly, "Gabby, open your mouth and give Maximilian back to me!"

A humming sound was coming from Gabby's nose--not his mouth because it was closed with Maximilian inside. The sound was m-m-m-m-m-m-m-m-m-m.

Alexander said, "Gabby, this is no time to show me how you can say the m sound. I want Maximilian this minute!"

Mother, who was watching all this, said, "Alexander, I don't think Gabby is making the humming sound, m. I think it's your mosquito, Maximilian, who's angry and wants to get out of Gabby's mouth."

Alexander said, "Gabby, open your mouth, you mean monster!"

Gabby opened his mouth and said, "I'm not a 'ean 'onster." Guess what happened when Gabby opened his mouth to talk? Yes, Maximilian, the mosquito, flew out! Alexander caught the mosquito as it came out angrily murmuring, "m-m-m-m-m!"

Do you think Gabby could say the m sound? No, he couldn't

say the m sound. No! Never, never, never!

What insect did Gabby catch as it flew out of the mustard jar that Alexander was holding? (Response: A mosquito) Yes, it was a mosquito. What sound did the mosquito make in Gabby's mouth? (Response: m-m-m-m) Yes, it was a humming sound m.

Open your eyes for this part of the game. (CAMERA TO INSTRUCTOR) Watch my lips as I say m words and when I say a word that does not begin with m, put your finger over your lips and do not say it. Ready?

First sequence of words (CAMERA TO INSTRUCTOR)(Children remain silent with foil word NOSE)

monkey, mouse, match, marble, mop, man, NOSE, moon, mice

Second sequence of words (Children remain silent with foil word NAPKIN)

monkey, mother, money, music, Mary, NAPKIN, muffin, mumps

Third sequence of words (Children remain silent with foil word NUMBER)

monkey, mile, model, magnet, magic, magazine, NUMBER, manner

This part of our listening game is played with our eyes closed. Remember to give me a hand signal when I say a word that does not begin with m.

First sequence of words (Children give hand signal with the foil word NICKEL)

monkey, maple, Margaret, master, meadow, NICKLE, message, merry

Second sequence of words (Children give hand signal with foil word NINETEEN)

monkey, middle, million, minnow, minute, mountain, NINETEEN, motor, mouth

Third sequence of words (Children give hand signal with foil word NOODLE)

monkey, mouth, munch, muscle, mummy, NOODLE, mumble, molar

Show the phonetic picture card (CAMERA TO CARD) for m and say the following: Here is the picture of something the name of which begins with the m sound. What is it? (Response: Monkey) The beginning sound of this picture name will help you remember that each of these letters (point to the upper and lower case m letters)

stands for the m sound.

This is how we write the m. (Demonstrate on the chalkboard the correct movement to employ in writing this letter. (CAMERA TO BOARD) Point out that it has two "humps". Have the children trace the m letter in the air and then call upon the children, two or three at a time, to write the m letter on the chalkboard.)

Ordinarily, the next step in the development of this lesson should be the Reinforcement and Maintenance Activities. However, these will be presented on this tape after the lesson for the n sound, which immediately follows, is introduced.

It is fun to have friends. The more friends you have, the more "fun" things you can do. Of course, pets can be friends, too. Alexander has friends, many, many friends. Today's story is about one of his friends and the funny kind of pet he has.

Nobody's Perfect

One of Alexander's friends is a neighbor boy, named Noah. Noah has a pet, but it isn't a bird--it's a dog whose name is Napoleon.

Napoleon is a nice dog, but there is one thing wrong with him. His tail was cut so short that it looks more like a nose and does not look like a tail at all. This makes it hard to tell which is the front end of Napoleon and which is the back end.

Well, one day Noah came over to show Alexander the new neckerchief he got for his ninth birthday, and, trailing behind him was his dog, Napoleon.

Alexander said, "Noah, the more I see of your dog, the more I think he looks like a walking noodle, with a face in the front and another face in the back."

Gabby, who was watching from his cage, said, "'Oah is an 'oodle. 'Apoleon is an 'oodle'."

Alexander said, "Don't mind naughty Gabby, Noah. He just can't say words that start with the n sound because he has no teeth. You see, you need teeth to say this sound. You place your tongue tip behind your upper front teeth and the n comes out through the nose."

Gabby said, "I'm not 'aughty and 'Oah has a dog that looks like an 'oodle."

Alexander said, "Hush, Gabby. Keep your nose out of my conversation. Noah, why don't you put your neckerchief around Napoleon's neck? Then it will be easy to know which end of Napoleon is his head end and which is his tail end."

Noah said, "No, no! This neckerchief is too nice for Napoleon's neck!"

Gabby said, "'O, 'O, 'Apoleon has two 'ecks. He needs two 'eckerchiefs."

Alexander said, "You're very noisy, Gabby. Here's a nut to nibble on. This should keep your mouth busy. Noah, I guess you'll have to see that Napoleon always walks forward and never backward. Then no one will have trouble knowing which end is which."

Gabby said, "'Apoleon has two 'ecks and two 'oses."

Alexander said, "Gabby, Napoleon doesn't have 'ecks. He has one neck and he does not have 'oses. He has one nose. I've heard just about enough nonsense from you." What do you think Alexander did? Yes, he put a cover over Gabby's cage to stop his nimble tongue.

Do you think Gabby ever said n-eck or n-ose or N-apoleon or n-aughty or N-oah? No! Never, never, never!

Because Gabby had no teeth, he could not say the words n-ose, n-eck, N-oah, n-aughty and many other words that begin with the same sound as these words. With what sound did these words begin? (Response: N) Yes, the words n-ose, n-eck, N-oah, and n-aughty begin with the n sound.

Open your eyes for this part of the game. Watch my lips when I say n words and when I say a word that does not begin with n, put your finger over your lips and do not say it. Ready? (CAMERA TO INSTRUCTOR)

First sequence of words (Children remain silent when they hear foil word MONEY)

nest, noodle, nose, nickel, name, mapkin, MONEY, naughty, needle

Second sequence of words (Children remain silent when they hear foil word MUFFIN)

nest, neighbor, nimble, nobody, noisy, nothing, MUFFIN, number

Third sequence of words (Children remain silent when they hear foil word MAGIC)

nest, nursery, Nancy, nonsense, nibble, MAGIC, newspaper, necktie

This part of our listening game is played with our eyes closed. Remember to give me a hand signal when I say a word that does not begin with n.

First sequence of words (Children give hand signal when they hear foil word MAGAZINE)

nest, nasty, national, narrow, navy, necklace, MAGAZINE, needle

Second sequence of words (Children give hand signal when they hear foil word MUSCLE)

nest, Nicholas, nickel, nightgown, noisy, MUSCLE, nothing, nonsense

Third sequence of words (Children give hand signal when they hear foil word MOUNTAIN)

nest, number, nugget, neighbor, nuisance, nibble, MOUNTAIN, notice

Show the phonetic picture card for n and say the following: CAMERA TO CARD)

Here is a picture of something the name of which begins with the n sound. What is it? (Response: Nest) The beginning sound of this picture name will help you remember that each of these letters (point to the upper and lower case n letters) stands for the n sound.

This is how we write the n. (CAMERA TO CHALKBOARD)

Demonstrate on the chalkboard the correct movement to employ in writing this letter. Point out that it has one "hump". Compare it to the m letter which has two "humps". Have the children trace the n letter in the air and then call upon the children, two or three at a time, to write the n letter on the chalkboard.

Reinforcement and Maintenance Activities

Auditory and Visual Discrimination Games

Parade of the Paper Soldiers

Mimeograph two pictures, one of which pictures two toy soldiers who look exactly alike and on the other have two soldiers that are different. Give each child a copy of both pictures. Place two parallel chalk lines on the chalkboard. Head one line on the left, with the m consonant and the other with the n consonant. These lines represent two lines in a parade and the progression (placing the soldiers into the line of parade) will be from left to right.

Say the following: I am going to say word-pairs. If the words I say begin with the same sound, m or n, place the picture of the toy soldiers that look alike on the m or n line, starting

the line of march on the left hand side. If the word-pairs I say begin with sounds that are not alike, they will not be placed in the parade. (CAMERA TO BOARD)

The following list of words may be combined as word-pairs in many ways:

new	mew	neat	meat	net	met
nap	map	nail	mail	nine	mine
noose	moose	noon	moon	notion	motion
nice	mice	numb	mum	Nan	man
narrow	marrow	night	might	name	main

Watch Out for the Humps

Make drawings of a dromedary camel (one hump) and a bactrian camel (two humps). On the hump of the dromedary make an n to conform to the hump and on the bactrian camel make an m to conform to the two humps. Make a slit below the n and m wide enough to accomodate a 3 by 5 picture card. Paste a paper bag in back of each camel picture, just below this slit. Tack the drawings on the chalkboard with tape.

Prepare a set of picture cards whose names begin with the n and/or m sound. As you, teacher, hold up a picture, children are to identify the sound which begins its name and then "drop" the picture card into the hump(s) of the appropriate camel. A suggested list of nouns which can easily be pictured:

nickel	nose	mustache	mask	muffin
nurse	nail	match	money	macaroni
needle	nine	melon	magnet	mountain
necklace	nut	moon	medal	measles
nest	nutcracker	mouth	monkey	mustard

Language Activity

Use the same set of cards prepared for the Watch Out for the Humps activity. Shuffle the cards and display one card at a time saying the following sentence starter: This morning I brought _____ to school. Complete the sentence using the name of the picture you display. You may continue saying the sentence starters and the children supply the names of each picture card you show. Or, you may ask the children to suggest a sentence starter and fill in the picture name of the picture card you (teacher) select.

Vary the sentence starters. For example, As I was walking down the street I found _____. Last night my tooth fell out. The tooth fairy left _____ under my pillow. A queer tree is growing in our back yard. On it is growing _____. Etc.

Final Step in the Lesson Development.

Place groups of three words each on the chalkboard and have the children "box" the m words, "circle" the n words, and erase those that begin with neither of these letters.

nap	map	ham	nail	note	mew	ride	mule	Max
met	no	mud	rail	hot	neat	nine	hen	mask
ran	nest	nut	mice	new	meat	muff	Ned	nose

You, teacher, may say all the boxed and circled words.

Related activities

1. Writing the m and n letters.
2. Finding m and n letters from letter boxes and placing these in pupil pocket charts.
3. Workbook pages.
4. Cut various patterns (shapes) from newspaper and/or magazine pages. Give each child two patterns. Instruct the class to underline or circle all the words that begin with m on one "newspaper" pattern and in like manner to find all the words that begin with an n on the other pattern.

End of Tape 8

Tape 9

The Consonant Sound f (v)

The consonant sound f is classified as a voiceless fricative. Its voiced correlative, v (point to f and v on the consonant chart) (CAMERA TO CHART) is produced in the same manner, but with one difference, the vocal chords vibrate in articulating the sound, v. To produce the sounds f and v the upper teeth are placed lightly in contact with the elevated lower lip. Articulate f and v and note the positioning of the articulators and note also that the vocal chords vibrate when articulating the v sound. (CAMERA TO CHART)

The sound v is NOT to be introduced at the same time as is the sound f. The sound v will be dealt with at a time which depends on its sequential position in the continuum of the 44 basic speech sounds. When this point in the continuum is reached (point to the line chart with the 44 basic speech sounds)(CAMERA TO CHART), follow the same procedure developed on this tape for the sound f. The only change required will be to substitute the v sound and words beginning with the v sound in the auditory discrimination exercise for the f sound and words beginning with an f sound. Adapt the games suggested on this tape, substituting the sound v and v words.

Also, further along in the continuum of basic speech sounds, the ph and gh spelling variants sounded as f occur. The ph and gh

spellings are the usual and less frequently occurring spellings. Hence, these do not require a lengthy presentation other than to point out that these are sounded as f (sound) and give commonly occurring word examples having these spelling variants. Silent gh is considered on a later tape.

Conduct a brief review of the consonant sound m (not for the n sound).

Following this brief introduction, read the motivational story, Funny Face. How many of you chew gum? (Response will be a show of hands.) Well, today's story is about Alexander's friend, Felix, and about chewing gum.

Funny Face

Right after school one Friday, Alexander went over to see his friend, Felix. Felix had a feline--that's another name for cat--who had a fancy, French name, Francois. Felix said that his cat was very unusual. In fact, he thought his cat was a fascinating feline. Well, Alexander found out why Felix thought Francois was a fascinating cat.

When Alexander got home about five o'clock, he told his mother about Francois. Yes, you guessed it--there was Gabby listening, as usual.

Alexander said, "Felix's cat is funny looking. He has frizzly fur covered with spots that look like freckles."

Gabby said, "What are 'reckles?"

Alexander answered, "Francois has f-reckles. I guess you'll never be able to say words beginning with the f sound. You need upper teeth to touch the inside of your lower lip and then you you blow. Maybe if you had a nut like a filbert for a tooth, you might be able to make an f sound."

So Alexander put a filbert into Gabby's mouth and said, "Now blow and say words like fun, fat, face."

Gabby blew real hard. The filbert flew out of his mouth and fell on the floor. All he said was, 'un instead of fun, 'at instead of fat, and 'ace instead of face.

Alexander said, "You sound like a no-good firecracker!"

Gabby answered, "I'm a good 'cracker!"

Alexander said, "Let's try again. I'll put this filbert back in your mouth. Now say, fool, fairy, fruit."

Gabby blew hard again. He blew so hard he blew the fez, which

is a hat, off Alexander's head. Alexander had bought the fez at a Fun Fair for fifty cents. Once again, Gabby could not start words with an f sound. He said "ool" instead of fool, "airy" instead of fairy, and "ruit" instead of fruit.

Alexander said, "It's no use. You can't say words that begin with an f sound. So let me finish telling you about Francois. What Francois can do is fascinating. He can chew a gum ball and blow bubbles with it."

Gabby interrupted and said, "I want to chew gum."

Alexander said, "Fine. Here's a gum ball."

Gabby chewed and chewed and chewed. Then he blew and blew and blew. Guess what happened? The bubble got so big it burst and the sticky gum got stuck over all the feathers on his face!

After Alexander got all the gum off Gabby's face, do you think Gabby ever practiced saying words that began with the f sound? No! Never, never, never!

It was easy for Gabby to blow bubbles with bubble gum, but when he tried blowing to make a certain sound we use in talking, he had trouble. What sound was it? (Response: The f sound) Yes, Gabby could not make an f sound because he had no teeth to help him.

In our game today, we are going to listen for words that begin with the sound f, as in fox. Remember, close your eyes for the first part of this game and listen carefully for words that begin with f. When I say a word that does not begin with the f sound, raise your hand to let me know you heard a word that did not begin with the sound, f. Ready? (CAMERA TO CHALKBOARD)

First sequence of words (Children give hand signal when they hear foil word THIMBLE)

fox, finger, family, fancy, fire, THIMBLE, fever, four

Second sequence of words (Children give hand signal when they hear foil word VINEGAR)

fox, face, field, flower, funny, fur, file, VINEGAR, flicker

Third sequence of words (Children give hand signal when they hear foil word VITAMIN)

fox, fable, find, fly, feather, follow, VITAMIN, friend

The next part of our listening game is played with our eyes open. Watch my lips as I say words and this time repeat only the f word I say. When I say a word that does not begin with f, put your finger over your lips and do not say it. Ready?

First sequence of words (Children remain silent when they hear foil word VALLEY)(CAMERA TO CLASS)

fox, fresh, far, fake, first, father, fight, VALLEY, forest

Second sequence of words (Children remain silent when they hear foil word THISTLE)

fox, film, food, fin, fringe, THISTLE, fossil, foam

Third sequence of words (Children remain silent when they hear foil word VANILLA)

fox, feel, favor, fly, first, fetch, fish, VANILLA, fairy

Show the phonetic picture card for f. (CAMERA TO CARD)

Here is a picture of something the name of which begins with the f sound. What is it? (Response: A fox) The beginning sound of this picture name will help you remember that each of these letters (point to the upper and lower case f letters) stands for the f sound.

This is how we write the f letter. (Demonstrate on the chalkboard the correct movement to employ in writing an f letter. Have the children trace the f letter in the air and then have them, two or three at a time, write the f letter on the chalkboard. Teach the writing of the upper case, capital, letter when the need arises.)

Reinforcement and Maintenance Activities

Hall of Fame Game

Before calling the children to the reading circle, have each child draw a head-and-shoulder picture of himself on drawing paper the size of a 3 by 5 card. They bring this picture to the reading circle.

Say the following: I will say a word which you will repeat and add a rhyming word by changing the beginning sound in my word to an f sound. For example, when I say the word door, you say door-four (for). If you give the correct rhyming word which begins with the f sound, I shall hang your picture in the Hall of Fame. That's where the pictures of many important people hang. (The Hall of Fame is the bulletin board. A sign, Hall of Fame, should be tacked on the bulletin board.) The following is a list of words to say and the word in parenthesis is the companion-rhyming-word response from a child:

nickle	bell	bake	belt	honey	hollow	slap
(fickle)	(fell)	(fake)	(felt)	(funny)	(follow)	(flap)

dish	ball	crown	box	rib	pig	block	try
(fish)	(fall)	(frown)	(fox)	(fib)	(fig)	(flock)	(fry)

mind	nine	mill	mix	tire	near	dense	dawn
(find)	(fine)	(fill)	(fix)	(fire)	(fear)	(fence)	(fawn)

log	merry	peel	pinch	slip	pan	hit
(fog)	(ferry)	(feel)	(finch)	(flip)	(fan)	(fit)

Firecracker Fair

Draw upon the chalkboard or on a large size chart paper (24 by 36) a number of cylindrical shapes to resemble the cartridge of a firecracker. Say the following to the children: If you can guess my riddle, you may light a firecracker by writing an f letter on top the firecracker. The f letter will be the flame.

Riddles

This is the part you put into your shoe. It is a _____(foot).
It is an insect that flashes a light off and on and can be seen in the dark. It is a _____(firefly).
It has 50 stars and 13 red and white stripes. It is an American _____ (flag).
You have four of them on one hand and a thumb. They are _____ (fingers).
Mother uses this to bake cakes. It is _____ (flour).
This covers birds. They are _____ (feathers).
It is good to eat on a bun with catsup and mustard. It is a _____ (frankfurter).
It is candy. It is _____ (fudge).
We use this in a camera. It is _____ (film).
It makes a croaking sound and can live in or out of water. It is a _____ (frog).
Pigs, horses, chickens, ducks, and geese live here. It is a _____ (farm).
Your eyes, nose, and mouth are on it. It is your _____ (face).
It swims in water and we can cook and eat it. It is a ____ (fish).
A fish uses these to swim. They are ____ (fins).
It is the number that follows three when you count. The number is ____ (four).

Final Step in the Lesson Development

Place groups of three words each on the chalkboard. Have the children erase or draw a line through the words which do not begin with an f letter.

fell	tree	Fred	file	belt	cry	for
tell	free	Ted	tile	felt	try	fox
fan	to	red	pile	met	fry	tax

You, teacher, may read all the f words to the children. Point and

slide your hand under each word as you say each one.

Related Activities

1. Writing the f letter.
2. Finding the f letter, both upper and lower case, from letter boxes to be placed into pupil pocket charts.
3. Workbook pages.

Continue to encourage children to bring pictures of things the names of which begin with the f sound. Or, they may bring in words which they find on labels, newspapers, or magazine pages. Put a star on their Hall of Fame pictures to show that they "performed beyond the call of duty".

End of Tape 9

Tape 10

The Consonant Sound r

Conduct a brief review for the consonant sound f using the procedure suggested on an earlier tape. (CAMERA TO CHART)

The consonant sound r is classified as a semi-vowel or glide (point to the "glide" grouping on the consonant chart). It resembles a vowel sound in that it is produced with relatively little friction. The r sound may be produced in a variety of ways. The following is a general description of the positioning of the articulators used in producing the sound r:

Teeth and lips slightly parted.
Tongue is turned slightly backward and is raised toward the back part of the upper front gum, but does not touch it.
Sides of the tongue are pressed against the upper side teeth.

Primary children find an r sound most difficult to articulate, and the sound w is commonly substituted for it. The substitution of the w sound results (1) when the sides of the tongue are not pressed against the inner border of the upper teeth and (2) when the lips are too rounded.

Articulate the following words and as you do so, think about how you position the articulators to say the beginning sound, r: r-un, r-ed, r-abbit, r-obin, r-iddle.

In today's story, Gabby has no trouble saying words that begin with a sound you will listen for today. But he does have trouble understanding what words mean. Listen carefully to find out what puzzles him.

Alexander's mother was in the kitchen making rhubarb pie. Gabby and Alexander were in the kitchen, too. Alexander was reading an animal book and his talking bird was looking and listening.

Mother said, "Alexander, put this ruby ring of mine on my dresser and then get my rolling pin."

Gabby, who was listening, said, "What kind of bee is a ru-by? Is a ru-by a relative of a honeybee?"

Alexander replied, "I see you can say words that begin with the sound, r. That's because you're using your tongue and not your lips, which you don't have. Mother wasn't talking about bees. She was talking about a precious red stone called a ru-by. Now what was I to get? Oh, yes--the rolling pin."

Gabby said, "Let me see you roll a pin."

"A rolling pin is not really a pin," replied Alexander. "It's shaped like a tube and is made of wood. Mother is going to use it to roll out a pie crust."

Mother said, "Alexander, I bought you some rock candy."

"Rock candy!" said Gabby. "I never knew candy was made of rocks."

"No, no, Gabby," said Alexander. "This candy isn't made from rocks. It just resembles little rocks put together on a string. Here, have a piece of rock candy."

Gabby took the piece of rock candy and as he ate it, he made a funny sound, "'Runch, 'runch, 'runch."

Mother said, "Alexander, get the radishes from the refrigerator. I want to carve them into rosettes."

"Ra-dishes?" said Gabby. "Are these dishes like paper and china dishes?"

Alexander said, "No, no, no! Ra-dishes are root vegetables."

"Alexander, how did you like the jelly roll we had for breakfast?" asked Mother.

Gabby said, "I've heard of egg rolls at Easter time, but I've never heard of jelly rolls! It must be awfully messy."

Alexander replied, "What a ridiculous idea! A jelly roll isn't a game. It's a cake that has jelly rolled inside it."

Mother asked Alexander to get her a rubber band to put around her recipe cards.

When Gabby heard the words, rubber band, he asked, "What kind of music does a rubber band play?"

To answer Gabby's question, Alexander showed him a rubber band.

Gabby said, "Why don't words mean what they're supposed to?"

Alexander replied, "Don't worry, Gabby. Everyone makes mistakes, but you must try not to repeat the same mistake."

Then Alexander said to his mother, "I'm reading about reindeer. And here is something about a rhinoceros."

Gabby said, "Reindeer? Do they really bring rain? Is rhi-noceros another kind of rye bread?"

"A reindeer has nothing to do with bringing rain. Here, look at this picture and you'll see that a rhinoceros is not a loaf of rye bread."

Gabby looked at the picture and sure enough, it didn't resemble a loaf of bread.

Gabby then said, "Where is the rabbit with three legs?"

Alexander replied, "I don't know of a rabbit with three legs or where he is."

To which Gabby said, "Well, you should know. You're wearing a rabbit's foot."

"This is a good luck charm," said Alexander. "And as for the rabbit, maybe someone made rabbit stew out of him or maybe he's in rabbit heaven."

Alexander turned to his mother and said, "Mother, I'm going to give my old rocking horse that's in the attic to the church for their rummage sale."

Mother said, "Fine. I'll help you get it down just as soon as I get this rhubarb pie into the refrigerator."

She put the pie into the refrigerator, but she didn't completely close the refrigerator door. While she and Alexander were up in the attic getting the rocking horse, Gabby slipped into the refrigerator. Guess what happened? The refrigerator door slammed shut!

What a rumpus Gabby made in the refrigerator! Mother and Alexander rushed to the refrigerator to find out what was causing the racket inside it. They opened the door and there was Gabby, nearly frozen, standing in the middle of the rhubarb pie! The pie was ruined and Mother threw it into the rubbish can.

In no time at all, Alexander washed the rhubarb off Gabby's

legs, but it took a long time for Gabby to defrost.

Gabby kept complaining, "I've got rheumatism in my neck!"

To which Alexander answered, "What you have comes from being a rubber neck."

Gabby answered, "Rubber neck? I don't have rubber in my neck."

Do you think Gabby ever understood what words beginning with the r sound really meant? No, never, never. Well, anyway, not always!

Now that you've heard the story, you know that Gabby can say words starting with a certain sound. What sound is it? (Response: r) Yes, words starting with an r sound were easy for Gabby to say.

Today, we are going to listen for the sound, r. Close your eyes for the first part of this game. Remember to give me a hand signal when I say a word that does not begin with the r sound.

First sequence of words (Children give hand signal when they hear foil word WIND)(CAMERA TO CHALKBOARD)

rabbit, race, rain, rake, rice, ring, WIND, rule, rice

Second sequence of words (Children give hand signal when they hear foil word WOMAN)

rabbit, read, ranch, ribbon, rose, right, raft, WOMAN, rush, rope

Third sequence of words (Children give hand signal when they hear foil word WEST)

rabbit, rich, ride, rooster, roll, WEST, round, road

Open your eyes for the next part of our listening game. Repeat only words I say that begin with the r sound. Put your finger over your lips when I say a word that does not begin with the sound, r.

First sequence of words (Children remain silent when they hear foil word WHITE)

rabbit, rake, riddle, rag, raisin, ruby, WHITE, rattle, rascal

Second sequence of words (Children remain silent when they hear foil word WELCOME)

rabbit, room, rocker, roast, rough, WELCOME, razor, record

Third sequence of words (Children remain silent when they hear

foil word WALNUT)

rabbit, radish, rhubarb, robot, WALNUT, rent, root, reindeer

Show the phonetic picture card for r and say: (CAMERA TO CARD) Here is a picture of something the name of which begins with the r sound. What is it? (Response: Rabbit) The beginning sound of this picture name will help you remember that each of these letters (point to upper and lower case r letters) stands for the r sound.

This is how we write the letter for the r sound. (Demonstrate on the chalkboard the correct movement (CAMERA TO BOARD) to employ in writing the r letter.) Have the children trace an r letter in the air. Then have two or three children at a time, go to the chalkboard to write an r letter. Teach the writing of the upper case R when the need arises.

Reinforcement and Maintenance Activities

Auditory Discrimination

Rhyme With a Reason Say the appropriate word beginning with the r sound:

Ding-a-ling, Ding-a-ling
I heard a telephone ____(ring).

The funny thing I found
Was fat, big, and _____(round).

I saw a cat
Run after a ____(rat).

This is the place
To have a ____(race).

In my pocket
I have a _____(locket).

I know that we need
To know how to ____(read).

The pig said, "oof, oof"
When he fell off the ___(roof).

I saw on the pane
Some drops of _____(rain).

We have fun
When we _____(run).

I saw a toad
Hop down the ____(road).

I wonder if mice
Like to eat ____(rice).

Do you suppose
This is a ____(rose)?

Up high is a peach
I would like to ____(reach).

Shoes that are tight
Don't feel all _____(right).

We tried and tried
A horse to ____(ride).

Auditory and Visual Discrimination

Riddle-Rama (or Riddle Rhapsody or Riddle Ramble)

Mount pictures of nouns beginning with the r sound; print the

picture name below each, underline the r, and place these along the chalkboard ledge:

rabbit	rooster	rainbow	raisin	robin	radio
rattle	rose	raspberry	raincoat	ring	raccoon
rocker	rhinoceros	ribbon			

Say the following riddles and have individual children identify by name and picture the answer to each riddle.

It hops.
It has a very small tail.
It has big ears.
What is it? (rabbit)

It is a fruit.
The last part of its name is berry.
It is red or black.
What is it? (raspberry)

It lives on a farm
It is a boy chicken.
It says, "Cock-a-doodle-doo."
What is it? (rooster)

You see it in the sky.
You may see it after it rains.
It has many colors.
What is it? (rainbow)

It is a bird.
It has a yellowish red breast.
Its eggs are greenish blue with speckles.
What is it? (robin)

It is a piece of furniture.
It is like a chair that rocks.
It may be big or small.
What is it? (rocker)

It is an animal.
It looks like it has a mask.
Its tail has band or ring markings.
What is it? (raccoon)

It is a toy.
It makes noise when you shake it.
A baby plays with it.
What is it? (rattle)

These are dried grapes
They may be yellow or purplish blue.
They are sweet.
What are they? (raisins)

It is a coat.
It is worn when it rains.
It may be any color.
What is it? (raincoat)

It is worn on a finger.
It may have a pretty stone in it.
It may be made of gold or silver.
What is it? (ring)

It is a set.
It can be turned on for music or news.
It is in a box shape
What is it? (radio)

It is a big animal.
It has a horn or two on its nose.
We see it at the zoo.
What is it? (rhinoceros)

It is a strip or band of material.
Girls wear it in their hair.
It can be tied into a bow.
What is it? (ribbon)

Final Step in the Lesson Development (CAMERA TO CHALKBOARD)

Place groups of three words each on the chalkboard and have the children erase or draw lines through words that do not begin with the r letter.

rose	nice	rap	run	hat	now
nose	not	nap	nun	rat	row
rice	rot	map	mum	mat	how

You, teacher, may read the r words after the r words have been identified.

Related Activities

1. Writing the r letter.
2. Finding r letters, both upper and lower case, from letter boxes and placing these into pupil pocket charts.
3. Encourage children to bring in words or pictures the names of which begin with the r letter that can be found on labels, newspapers or magazine pages, flyers, or brochures.
4. Workbook pages.

End of Tape 10

Tape 11

The Consonant Sound g

Conduct a brief review of the consonant sound r using the procedure suggested on an earlier tape.

The tapes on which the first five most frequently used consonants were presented are sounds that children may be asked to articulate for they are continuants and can be produced without any distortion. The next five most frequently used consonant sounds g, b, t, p, d are classified as stop-plosives. The consonant k (c) is the sixth stop-plosive, but is not, based on frequency of occurrence, included in as one of the ten most frequently occurring consonants in the English language.

Stop-plosive sounds are formed by completely closing the air passage, then compressing the air and suddenly opening the passage so that the air escapes making an explosive sound. Children should not be asked to articulate the stop-plosive sounds in isolation since to do so, results in distortion.

As has been stated above, there are six stop-plosive sounds and these occur in pairs. One member of each pair is voiced and the other member is voiceless. The stop-plosive consonant pairs are: g-k (c), b-p, and d-t. The consonants g-b-d are voiced sounds; k (c)-p-t are voiceless.

This tape will concern itself with the presentation of the voiced consonant g. The initial phase in the production of the g sound is the same as for k and ng, that is the back of the tongue makes firm contact with the soft palate. The tip of the tongue is placed behind the lower front teeth. The second phase in the

production of the sound g, and also k (c), is the sudden lowering of the tongue and a release of the impounded air.

Present the motivational story for the g sound in the following manner: Birthdays come only once a year to each one of us and it's a very special day. Some people celebrate birthdays by having parties. Well, today you will hear about a birthday party to which Alexander was invited.

Galahad was a goose and because he was a boy goose, he was also a gander. He belonged to Alexander's friend, Gabe. Gabe is the short name for Gabriel.

Gabe was having a birthday party and, of course, he invited Alexander. Gabe invited an even dozen friends to the party. A dozen, you know, is a twelve of anything.

Alexander said to his mother, "What kind of gift shall I give Gabe?"

Mother answered, "Gabe likes your goggles so very much, why not give him a pair?"

Gabby, who was there listening, said, "I want a pair of 'doddles'."

Alexander giggled and said, "The word is 'goggles' and it starts with the sound g. The way to make the g sound is to hump the back of your tongue up against the roof of your mouth. Then lower your tongue and let the breath gush out."

Alexander went to the party and had a grand time. When he got home from the party he told his mother about the good time he had. As he talked, Gabby listened carefully.

Alexander said, "Everything went along fine for a while. Galahad, Gabe's goose, was there too, and he did a great deal of gabbling."

Gabby asked, "Show me how to dabble."

"The word is 'gabble' not 'dabble'," said Alexander. "You'll have to ask that silly goose Galahad to teach you how to gabble."

Mother wanted to hear more about the party. So she asked, "What kind of games did you play?"

"We played Tick-Tack-Toe using many colored gumdrops," said Alexander. "Each one of us got a bag of gumdrops. When Gabe's mother called 'red', or any other color, each one of us put that color gumdrop on the tick-tack-toe card. That's when the trouble started. Galahad kept gobbling up, or should I say, gobbling down, Gabe's gumdrops just as soon as he put them down."

Gabby asked, "Since when do they make dum in the shape of drops? I thought dum always came in the shape of sticks."

Alexander answered crossly, "No, no, no, not 'dumdrops'. The word is 'gumdrops'. You must have a lazy tongue that won't hump up."

Alexander's mother again asked, "What other games did you play?"

"We played Goober Gambol," said Alexander. "Everyone was given an empty bag to use for the goobers we were to find hidden in the garden."

Gabby asked, "What are doobers?"

Alexander replied, "I don't know what 'doobers' are, but I do know what 'goobers' are. They're peanuts, just plain old peanuts. Well, while the guests were searching for goobers, who else do you think joined in the search? Galahad, of course. But he gobbled them up just as fast as he found them, shells and all."

Alexander's mother said, "Goodness! What happened to Galahad?"

"He started to gag," said Alexander. "Gag means to choke, you know. So Gabe grabbed Galahad by the legs, turned him upside down and shook him until he coughed up all the goobers."

Gabby asked, "How many doobers did he 'wallow'?"

"Galahad swallowed two dozen goobers," replied Alexander.

Gabby said, "Two dozen doobers! How many doobers is that?"

Alexander said, "I told you once before, a dozen is twelve of anything. Two dozen would be twenty-four. Galahad found the most goobers. You'll never guess what his prize was."

Gabby guessed, "Dooseberries."

Alexander corrected him and said, "You mean 'gooseberries'. No, not 'gooseberries'. His prize was a pair of guppies. Do you think he liked this prize?"

Gabby answered, "No. He said, 'I'd rather have dooseberries'."

Alexander said, "You're wrong, Gabby. He stuck his head in the bowl and gulped down both of the guppies!"

"What a dreedy doose," said Gabby.

"Don't say 'dreedy' and don't say 'doose'. Start these words with a g sound and say 'greedy' and 'goose'."

Do you think Gabby could or would correctly say words that started with a g sound? No. Never, never, never!

Do you know why Gabby could not say words correctly that began with the g sound? Gabby did not hump the back of his tongue so that it touched the roof of his mouth.

We are going to listen for words I say that begin with the g sound. Close your eyes. Remember to hump your tongue so that it touches the roof of your mouth. When I say a word that does not begin with the g sound, be sure to give me a hand signal.

First sequence of words (Children give hand signal when they hear foil word CARPET)(CAMERA TO CHALKBOARD)

goat, gas, glue, great, girl, give, CARPET, goose, gallon

Second sequence of words (Children give hand signal when they hear foil word CUSTARD)

goat, good, gold, grape, grand, giggle, guess, CUSTARD, grow

Third sequence of words (Children give hand signal when they hear foil word COPPER)

goat, grass, gay, gallop, grab, go, COPPER, garbage, game

Open your eyes for the next part of our listening game. Watch my lips as I say words and repeat only the words that begin with the g sound. When I say a word that does not begin with the g sound, put your finger over your lips and do not say it.

First sequence of words (Children remain silent when they hear foil word KITTEN)

goat, ghost, garlic, gate, gift, guest, KITTEN, glass, gun

Second sequence of words (Children remain silent when they hear foil word KETTLE)

goat, garden, guppy, gang, globe, gift, KETTLE, give, green

Third sequence of words (Children remain silent when they hear foil word CATERPILLAR)

goat, Gus, ground, gum, greedy, grade, CATERPILLAR, gather

Show the phonetic picture card (CAMERA TO CARD) for g and say the following: Here is something the name of which begins with the g sound. What is it? (Response: Goat) The beginning sound of this picture name will help you remember that each of these letters (point to upper and lower case g) stands for the g sound. This is how we write the letter for the g sound. (Demonstrate on

the chalkboard the correct movement to employ in writing a g letter.) Have the children trace a g letter in the air. Then call upon groups of two or three children to write the g letter on the chalkboard until all have had a turn to write it. Teach the writing of the capital G when the need arises.

Reinforcement and Maintenance Activities

Auditory Discrimination

An Ear-y Game

Start the game in the following way: I am going to say sentences in which two words in each sentence begin with the g sound. Repeat each sentence and then say only the words that begin with the g sound. (The children who correctly identify the g words are good Word Detectives and their names are placed on the bulletin board under the heading, WORD DETECTIVES. You, teacher, may, if you wish, write on the chalkboard the two words correctly identified and have the g in each word underlined.) Say the following sentences:

I have a gray goose.
A gosling is a baby goose.
The goose caught a grasshopper.
I bought some gum at the grocery store.
I heard Grace giggle.
A garter snake was on the ground.
We bought a gallon of glue.
The gum is as sticky as glue.
I have a pair of green goggles.
I will gather daisies in the garden.
The go-cart was in the garage.
I gave him a toy gun.
The guitar was a birthday gift.
I got a basket of grapes.
The goat will graze in the field.
This ghost likes graham crackers.

Visual Discrimination Game

Race to the Moon

Prepare two sets of picture cards. One set consists of pictures whose names begin with the g sound. The second set consists of pictures whose names begin with sounds other than the sound g.

Draw on the chalkboard a set of S's which parallel each other so as to form a track. Divide this track into segments. Draw another track identical to it. Draw a moon at the upper end of each track--the goal to be reached. One S-shaped track is for the team of girls; the other S-shaped track is for the team of boys.

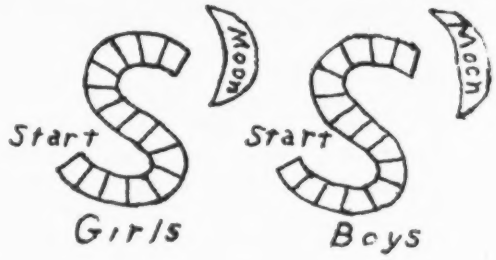
Place three picture cards on the chalk ledge only one of which starts with the g sound. Alternately call on individual children from each team to select the picture whose name starts with the g sound. The child who correctly identifies the g sound picture will print the letter g in one of the segments of his team track until the team has reached the moon.

When a g sound picture is correctly identified, remove the three pictures and replace them with three other pictures. If a wrong picture is identified, the team regresses one segment toward the starting point and that child erases the g letter last placed on his track. The first team to reach the moon is the winner. A tie is possible.

A list of g sound words which can be pictured:

grass	ghost	globe
girl	gate	grasshopper
garage	grapes	goat
goggles	gun	gourd
goose	glass	grapefruit

Small scale drawing of tracks:



Final Step in Lesson Development

Place a group of three words each on the chalkboard and have the children erase or draw a line through words which do not begin with the g letter.

gun	Gus	dig	dive	good	pump
do	go	pig	pine	Grace	gum
get	quit	gig	give	place	quilt

As the words, or after the words beginning with a g letter (and sound) have been correctly identified, you, teacher, may say these words.

Related Activities

1. Writing the g letter.
2. Finding the g letter, both upper and lower case, from letter boxes.
3. Workbook pages.

Continue to encourage children to bring in pictures of things whose names begin with a g sound. If a child brings in a sufficient number of pictures, permit him to make a G booklet. If individual children bring in one or two pictures, display these on the bulletin board with the contributing child's name under his picture or pictures.

End of Tape 11

Tape 12

The Consonant Sound b And Its Correlative p

Review the consonant sound g using review procedure suggested

on an earlier tape.

The voiced consonant sound b and its correlative p, a voiceless consonant sound (point to these on the consonant chart)(CAMERA TO CHART), are produced in their initial phase with the lips pressed together; the second phase consists of a sudden parting of the lips to release a voiced sound for b and a puff of breath for the sound p. Refrain from asking children to articulate the b or p sound in isolation for to do so will result in the sound bə or pə.

On this tape will be developed the lessons for the consonant sounds b and p. However, you can see by this chart (point to the chart of forty-four basic speech sounds)(CAMERA TO CHART) that the consonant sound p occurs further along in the continuum of basic speech sounds and should be taught to a class of children at a time consistent with its position in the sequence of basic speech sounds. Because of its relationship to the consonant sound b, the consonant sound p will be presented at this time on this tape.

Read the following motivational story, Halloween Happenings, to introduce the consonant sound b:

Many funny, sometimes scary, things happen on Halloween night. I am going to tell you about some funny things that happened when Alexander went Trick and Treating on Halloween night. And you'll find out about something not so funny that happened to Gabby.

Halloween Happenings

It is wonderful to have friends and Alexander was such a good friend that everyone liked to be a friend to him. Beauregard was one of these friends. Beauregard was called Beau for short and his beagle dog, Bonaparte, was called Bony Boy for short. Bony Boy never bit anybody and his soft bark wouldn't frighten even a butterfly.

On Halloween night Beau came to call for Alexander to go Trick and Treating. Bony Boy had on a bunny mask and Alexander and Beau were dressed like an animal, a bull. Alexander was the head of the bull and Beau was at the tail end.

When Alexander asked Gabby if he wanted to go along he said, "I can't walk because my 'onions hurt'. I'll stay home and hand out bonbons, 'belly jeans' and bubble gum."

"Not 'belly jeans'! You mean jelly beans. And don't say 'onions', say 'bunions'. O. K., you stay home and help mother hand out treats," said Alexander.

Then Alexander said, "Bony Boy, you be first to go to people's doors, and when they open their doors, we'll yell, 'Tricks or Treats'."

Bony Boy answered with a "Burf, burf" and a "Boof, boof."

Gabby said, "'Burf, burf, boof, boof'! You sound like you're burping."

"He isn't burping," said Alexander. "He's not a human being so he talks in dog language."

"A human bean? I've heard of navy beans, string beans, lima beans, and 'belly jeans', but I've never heard of human beans'," said Gabby.

"I said 'human being' not 'human bean' and stop saying 'belly jeans'," said Alexander. "The words are 'jelly beans'. You know how to say words that start with b. I saw you close your beak tightly and then you pushed hard to open it to make the b sound. But you put the b sound at the beginning of the wrong word."

Then Alexander said to his mother, "See you later, mater." And he and Beau and Bony Boy went out for Tricks and Treats.

About an hour later Alexander returned home and Beau and Bony Boy returned to their home.

Alexander called to his mother, "I'm home, Mom. I'm glad we took Bony Boy along. He got dog biscuits for treats, but no one gave him his favorite dog treat, a bone. So he left us and went Trick and Treating by himself. But Beau and I followed him.

Bony Boy made the funniest mistake. As he went past Boniface's barber shop, he licked the peppermint colored barber's pole. He thought it was peppermint candy! Then he went on 'til he reached Barney's butcher shop. Standing in front of his butcher shop, Barney has the model of a purple cow, Bossy, with a bell around her neck and a pink piglet, named Bridget. Bony Boy bit into the legs of Bossy, the cow, and the bell around her neck rang. Barney, the butcher, came out to find who the bell-ringer was. He laughed when he saw Bony Boy, and gave him a big, beautiful beefy bone!"

"Why didn't he bite Fridget the biglet?" asked Gabby.

"The piglet's name starts with a b," said Alexander. "It's name is B-r-i-d-g-e-t-. By the way, did you take care of the children who came to our door for Tricks or Treats while I was gone?"

Before Gabby could say anything, mother answered, "I'm afraid he didn't. He was too busy eating all the black jelly beans."

"Why did you eat all the black jelly beans, Gabby?" asked Alexander.

Gabby answered, "To keep my feathers nice and black
Black 'belly jeans' I snack."

Alexander said crossly, "Oh, hush up, blabber mouth," and he covered Gabby's cage to keep him quiet.

Later that night Gabby got very sick from all those black jelly beans he ate.

Gabby said, "Those 'belly jeans' were not good for my belly."

Do you think Gabby ever learned to say "jelly beans" instead of "belly jeans"? No, never, never, never!

We just heard a story in which Gabby made a funny mistake. He started the wrong word with the b sound. Instead of saying "jelly beans", what did he say? (Response: Belly jeans) Yes, he said "belly jeans."

Today, we are going to listen for words that begin with the sound, b. Close your eyes and listen for words that begin with this sound. Remember to give me a hand signal when I say a word which does not begin with the sound b. (CAMERA TO CHALKBOARD)

First sequence of words (Children give hand signal when they hear foil word PET)

bear, bag, barn, bird, best, bat, badge, PET, brown

Second sequence of words (Children give hand signal when they hear foil word PILLOW)

bear, basket, biscuit, bean, but, bubble, PILLOW, butter, beg

Third sequence of words (Children give hand signal when they hear foil word PASTE)

bear, bride, bottle, brain, brush, broom, bait, PASTE, burn, beat

Open your eyes for the next part of our listening game. Watch my lips as I say words that begin with the sound b and repeat each one. When I say a word which does not begin with the sound, b, put your finger over your lips and do not say it.

First sequence of words (Children remain silent when they hear foil word PUMPKIN)(CAMERA TO TEACHER)

bear, bacon, beetle, bee, brave, blue, boat, PUMPKIN, beach, band

Second sequence of words (Children remain silent when they hear foil word PADDLE)

bear, brook, bank, bury, beef, bite, black, PADDLE, buy, button

Third sequence of words (Children remain silent when they hear foil word PERFUME)

bear, ball, brim, bed, buzz, bark, belt, PERFUME, blanket, break

Show phonetic picture card for b and say the following: (CAMERA TO CARD)

Here is a picture of something the name of which begins with the b sound. What is it? (Response: A bear) Yes, it is a bear. The beginning sound of this picture name will help you remember that each of these letters (point to the upper and lower case b letters) stands for the sound b. (When you, teacher, articulate this sound, mute, as much as possible, the schwa vowel sound which accompanies the articulation of all stop-plosive sounds.)

This is how we write the letter for the b sound. (Demonstrate on the chalkboard the correct movement to employ in writing this letter.)(CAMERA TO BOARD) Have the children practice the b letter by tracing it in the air. Then have each child write this letter on the chalkboard. Teach the use of the capital B when the need arises, as in the writing of proper nouns and in capitalizing the first word of any sentence.

Reinforcement and maintenance activities will not be given at this point in time although in teaching a class, you would follow with these activities to help bond the sound under study with its symbol. These exercises will be given at a point further along on this tape.

In the interest of conserving time (if that's possible) and because of the relationship which exists between the sounds b and p, the lesson for the consonant sound, p, follows:

Read the following motivational story, Mind Your P's (and Q's), to introduce the consonant sound, p.

Teaching Gabby to talk wasn't hard at all. It was hard to get him to stop talking. In today's story, Alexander tries to teach Gabby how to ---. Oh, I can't tell you--anyhow, not yet. You'll find out as I tell the story.

Mind Your P's (and Q's)

Quite often Alexander read to Gabby. Gabby would perch on his shoulder and help turn the pages as Alexander read. While Alexander read, Gabby pecked away at pumpkin seeds on a plate and Alexander crunched away on some popcorn. Gabby liked to look at pictures, especially bird pictures, such as parakeets, parrots and peacocks; and animal pictures, such as polar bears, possums, pandas, pole cats, poodles, penguins, and pachyderms. Alexander would tell him the names of the birds and animals.

When Alexander showed Gabby pictures of pachyderms, Gabby asked, "What kind of germs are 'pachygerms'?"

Alexander replied, "I didn't say 'pachygerms'. I said, 'pachyderms'." Pachyderms are elephants, rhinoceroses, and hippopotamuses.

Alexander was quite sure that he could teach Gabby to read. Gabby knew a lot of nursery rhymes, such as Peter, Peter, Pumpkin Eater, and tongue twisters, such as "Peter Piper picked a peck of pickled peppers." Alexander decided that now was the time to teach him to read poetry.

He said to Gabby, "Bring me a piece of paper and a pencil. I'm going to teach you to read poetry."

Gabby got the paper and pencil and then he said, "What kind of tree is 'poet-tree'?"

"It's no kind of tree at all," said Alexander. "It's words like you find in a song only you don't sing the words. First, I'll draw a picture and then I'll print a line of poetry under it."

So Alexander drew the picture of a cow and colored it purple. He printed the words, "I never saw a purple cow". Then he said to Gabby, "What do you see in this picture?"

Gabby said, "I see a plum-colored cow. No, I think it's a purple cow."

"That's perfect, Gabby," said Alexander. "It is a purple cow, and that's what this line of print says, 'I never saw a purple cow'."

"I never saw a purple cow, either," said Gabby. Does the cow give purple milk?"

"No, no, Gabby," said Alexander. "This cow doesn't give purple milk. All cows give white milk, no matter what their outside color is. Just read the words I've printed, 'I never saw a purple cow'."

Gabby said, "I never saw a 'curple pow'."

"Oh, my! You've done it again," said Alexander. "You put the sound p at the beginning of the wrong word. It's 'purple cow', not 'curple pow'. Your p sound is perfect. You press your beak shut and open it suddenly and a puff of breath comes out to make the p sound."

Gabby said, "When I look at the picture I can say 'purple cow'. But when I look at the printed words, I say 'curple pow'. What I need are reading glasses."

Do you think Alexander ever again tried to teach Gabby to read? No, never, never, never!

What did Gabby think would help him correctly read the words, "Purple cow"? (Response: Reading glasses) Yes, he thought the reading glasses would help him read words that began with the p sound.

Today, we will listen for the sound p, as in pig. Close your eyes for the first part of this game. I will say words that begin with p and when I say a word that does not begin with the p sound, raise your hand. (CAMERA TO CHALKBOARD)

First sequence of words (Children give hand signal when they hear foil word BUNDLE)

pig, pill, paper, pole, pass, party, BUNDLE, pin, pack

Second sequence of words (Children give hand signal when they hear foil word BELT)

pig, print, pep, pail, pork, pink, pocket, BELT, pipe, page

Third sequence of words (Children give hand signal when they hear foil word BASKET)

pig, play, plum, pitch, pet, BASKET, prince, pop

Open your eyes for the next part of our listening game. Watch my lips as I say words that begin with the sound p, and repeat each one. When I say a word which does not begin with the p sound, put your finger over your lips and do not say it.

First sequence of words (Children remain silent when they hear foil word BUTTER)(CAMERA TO CLASS)

pig, poor, paste, panda, pinch, pencil, BUTTER, pull, pie

Second sequence of words (Children remain silent when they hear foil word BUSY)

pig, pipe, pear, peek, plant, BUSY, punch, plate

Third sequence of words (Children remain silent when they hear foil word BOTTLE)

pig, puff, paint, pantry, pane, pilot, BOTTLE, pickle, place

Show the phonetic picture card for p and say the following: (CAMERA TO CARD) Here is a picture of something the name of which begins with the p sound. What is it? (Response: A pig) Yes, it is a pig. The beginning sound of this picture name will help you remember that each of these letters (point to the upper and lower

case p letters) stands for the sound p. (When you, teacher, articulate this sound, mute, as much as possible, the schwa vowel sound which accompanies the articulation of all stop-plosive sounds.)

This is how we write the letter for the p sound. (Demonstrate on the chalkboard the correct movement to employ in writing this letter.)(CAMERA TO BOARD) At this time, point out that the manuscript letters for the sounds p and b differ only in the placement of the circle. Before sending each child to the chalkboard to write the letter p, have the children trace this letter in the air. Teach the use of the capital P when the need arises.

Reinforcing and Maintenance Activities

Auditory and Visual Discrimination Activities

Are You A Good Sound Spy?

(The following exercise may be used for both the b and the p sounds.) I am going to say pairs of words one of which begins with the b sound. Listen carefully for the word beginning with the b sound and tell me if you heard this sound in word one or word two. (Have the child called upon repeat the pair of words as this will help in determining which word began with the b sound. When a child correctly identifies the b word, place his name or picture in the "Hall of Fame"--the bulletin board. The following is a suggested list of words to say:)

bush	ball	pale	bark	pest	pounce	puck	bunch	bull	pelt
push	Paul	bale	park	best	bounce	buck	punch	pull	belt

peach	putter	palm	baste	bat	patch	bath	bride	ban	bear
beach	butter	balm	paste	pat	batch	path	pride	pan	pear

This exercise may be adapted for the p sound by asking children to identify the p word in each of the foregoing pairs of words.

What Am I?

Prepare picture cards for the following b and p nouns, and place these along the chalk ledge:

bank	buggy	bat	barn	birthday	broom
bone	basket	bell	bed	bear	barber

penny	pear	piano	plane	peanut	paper
pillow	pony	pig	pajamas	pumpkin	pencil

Inform the children that you will say sentences each of which describes one of the pictures that is on the chalk ledge. The child called on responds with, as he points to the correct picture, "You are a _____." (Name of thing on the picture card.) Have

the child write the letter, b or p, above or below the picture.

You can put money into me. (bank)
Dogs like to chew on me. (bone)
I am something you wheel a baby in. (buggy)
An Easter bunny carries eggs in me. (basket)
You use me to hit a baseball. (bat)
You can ring me. (bell)
I am a house for horses, cows, and other farm animals. (barn)
You sleep on me at night. (bed)
I am a very special day that comes once a year for you. (birthday)
I am an animal that likes honey and you can see me in a zoo. (bear)
Mother uses me to sweep a floor. (broom)
I cut men's and boys' hair. (barber)

I am the money and five of me make a nickel. (penny)
You put your head on me when you go to bed. (pillow)
I am a fruit, but I'm not a peach or plum. (pear)
I am an animal and children like to ride me and I'm not very big. (pony)
You can play with me and I have black and white keys. (piano)
I am an animal and people say I'm dirty. (pig)
I fly in the air and people, and sometimes animals, ride in me. (plane)
You wear me when you go to bed. (pajamas)
I am a nut and they make butter out of me. (peanut)
You carve a face on me at Halloween. (pumpkin)
You can write on me. (paper)
I can write for you. (pencil)

Related Activities

1. Writing the b and p letters.
2. Finding the b and p letters, both upper and lower case, from letter boxes and placing these into pocket charts.
3. Workbook pages.
4. Encourage children to bring in pictures of things whose names begin with b and/or p sounds. Arrange these on the bulletin board around upper and lower case b and/or p letters. Have the child who brings a picture place his name card under it.
5. Have the children make booklets of words they find on newspaper or magazine pages or any other printed source which begin with the b and/or p letters.

End of Tape 12

Tape 13

The Consonant Sound t And Its Correlative d

Review the consonant sound b using the review procedure suggested on an earlier tape. The consonant sound p is to be reviewed before the lesson on the consonant d is presented.

The voiceless consonant sound, t, and its voiced correlative, d, are produced in their initial phase with the tongue tip pressed against the gum of the upper front teeth; the second phase consists of a quick lowering of the tongue to release a voiceless sound, t, and a voiced sound for d. Do not ask children to articulate the t or d sounds because to do so will result in the sound tə or də.

Read the following motivational story, Tattoo T's-es Tobias, to introduce the consonant sound, t:

We've heard many stories about Alexander and his many friends. Now you will hear a story about a friend of Gabby's.

Tattoo T's-es Tobias

Alexander found a letter in the mailbox and it was addressed to Gabby. It was from Tobias the Turtle. Tobias, Toby for short, was in Timbuktu. Alexander read the letter to Gabby and this is what it said:

"Dear Gabby,

"After ten weeks I arrived in Timbuktu. I've run away from the Turtle Farm. I found out that I was going to be made into turtle soup and my skin and shell were to be made into belts, shoes, purses, and combs. I was born a turtle and I want to stay a turtle.

"I was on a tramp ship--that's the kind that travels slowly. The ship ran into a storm and tossed so much that I turned over, topsy-turvy. I was in a terrible tizzy for, being turned over, topsy-turvy, is one of the worst things that can happen to a turtle. And then my troubles began. Tattoo, the Captain's tomcat, who loves to tease me, tickled my toes, and I've got lots of toes, and he tickled my tummy. After much twisting and turning, I got my top side up and my bottom side down. Then I told Tattoo that when he got within a tongue's lick of me, I'd tie a knot in his tail and tweak his whiskers.

"I got tired of Tattoo's teasing so I jumped into the ocean. I met Tina, a tuna fish, who gave me a piggy back ride to Timbuktu.

"When I arrived in Timbuktu, I entered a Tick-Tack-Toe tournament. Tournament is another name for contest. Guess who my partner is going to be? Tattoo! Now I'll get to tie a knot in his

tail and tweak his whiskers and I'll beat him at Tick-Tack-Toe, too! Te-hee! Te-hee! Te-hee!

"I thank you for the tooth brush you sent me, but I can't use it because, like you, I have no teeth. But I'll use it to polish my tonails.

"Please send me about a trillion wild strawberries. I love them!

Your Globe Trotting Friend,
Tobias"

When Alexander finished reading the letter Gabby asked, "What's a 'rillion?"

Alexander replied, "The word is trillion--it starts with the t sound. To make the t sound, one has to press the tongue tip against the gum of the upper front teeth and then lower it quickly. Since you and Toby have no teeth, neither of you will ever be able to make a good t sound. Now to answer your question. A trillion is the number one followed by twelve zeros or it's the number one followed by ten zeros and two more zeros.

Gabby's next question was, "How can you tell a wild 'rawberry from a tame 'rawberry?"

"The word is strawberry, not 'rawberry. You have to hunt for wild strawberries, and not with a gun, either. Tame strawberries grow in a patch just waiting to be picked."

Just then Alexander's mother called, "I have a treat for supper. We're having turtle soup!"

"Oh, my," said Gabby. "That's one of 'oby's relatives in that soup!"

"Don't worry, Gabby," said Alexander's mother. "It says on the can that the turtle just took a walk through the soup and walked right out."

Do you think Gabby ever ate turtle soup? Do you think he could ever say words that began with the t sound? No, never, never, never!

In the story you just heard, Gabby was not able to say words that began with a t sound. What words were these? (Response: Tobias, turtle, trillion) No, Gabby could not say these words. Today, I am going to say words that begin with the t sound.

Close your eyes and listen for words that begin with the t sound, as in tiger. When I say a word that does not begin with the t sound, raise your hand. Ready? (CAMERA TO CLASS)

First sequence of words (Children give hand signal when they hear foil word DEAR)

tiger, tablet, taffy, tag, tail, DEAR, take, tan

Second sequence of words (Children give hand signal when they hear foil word DAY)

tiger, tangle, tap, tar, toast, tiny, toss, DAY, ticket, tickle

Third sequence of words (Children give hand signal when they hear foil word DOG)

tiger, tent, taxi, test, tidy, tie, took, time, DOG, toad, toe

The next part of our game is played with our eyes open. Watch my lips as I say words. You are to repeat only the words that begin with the t sound. When I say a word that does not begin with the t sound, put your finger over your lips and do not say it. Ready? (CAMERA TO CLASS)

First sequence of words (Children remain silent when they hear foil word DUCK)

tiger, tell, team, together, tiptoe, tonsil, DUCK, touch, tree

Second sequence of words (Children remain silent when they hear foil word DAISY)

tiger, tire, tooth, tool, treat, DAISY, towel, tub

Third sequence of words (Children remain silent when they hear foil word DIAL)

tiger, travel, trap, trot, turkey, train, tough, DIAL, torch, tattle

Show the phonetic picture card for t (CAMERA TO BOARD) and say the following: Here is a picture of something the name of which begins with the t sound. What is it? (CAMERA TO CLASS) (Response: Tiger) The beginning sound of this picture name will help you remember that each of these letters (CAMERA TO BOARD) (point to the upper and lower case t) stands for the sound, t. This is how we write the t letter. (CAMERA TO BOARD)(Demonstrate on the chalkboard the correct movement to employ in writing the t letter.) Have the children trace the t letter in the air before asking each child to write it on the chalkboard. Teach the writing of the upper case T when the need arises.

In the development of the lesson for the t sound, reinforcing auditory and visual exercises should follow at this point. These exercises and related activities will be deferred to a later time

on this tape. Because of the relationship which exists between the voiced consonant sound d and the voiceless consonant sound, t, and in the interest of saving time (which in reality can't be done), the lesson for consonant d follows. It is to be understood that the sound, d, should actually be presented at a time determined by its sequential position in the continuum of the forty-four basic speech sounds (CAMERA TO CHART)(point to its position on the basic speech sound chart).

Read the following motivational story, D Follows A-B-C to introduce the consonant sound, d. Start out in the following way: We know that Gabby is full of insatiable curiosity. Insatiable curiosity means he never stops asking about things he doesn't understand. Sometimes he thought he understood and he made some very funny mistakes. In today's story, you will hear about some funny mistakes he makes and you will find out the consonant sound which he couldn't say.

D Follows A-B-C

Alexander did a good deed every day. Very often his mother helped him decide what deed to do. One summer day mother said, "Alexander, your good deed for today is to dig up the desperado dandelions in our back yard. I make you deputy sheriff. Now go after those dandelions! Get Dan, Don, Dick, Demetrius, and Dexter to help you."

Gabby, as usual, was listening. He said, "Andy's lions! How did they get into our back yard? Let Andy get them out."

Alexander said, "No, no, Gabby. The word is dandelion. Dandelions are weeds and their leaves look like a lion's tooth. I see you're having difficulty saying words that begin with the d sound."

"Without teeth I can't say the sound for the letter that follows a-b-c," said Gabby.

Mother said, "Never mind, Gabby. At least you won't have a dental bill."

"I like my bill," said Gabby. "I don't want to change it for a dental bill."

"You don't understand, Gabby," said mother. "A dental bill is one you pay a tooth doctor with dollar bills for the work he does on your teeth."

To Alexander, mother said, "Alexander, be careful, don't pick the daisies and daffodils and watch out for the dog's tooth violets."

Gabby said, "Yes, watch out for the 'eye-o-lets' or they'll

bite you."

Alexander's mother replied, "That's a daffy idea. Dog's tooth violets don't bite."

Then Alexander went to get his helpers, Dan, Don, Dick, Demetrius, and Dexter.

Later, mother came out to the back yard and gave Deputy Sheriff Alexander and his helpers, Dan, Don, Dick, Demetrius, and Dexter a donut and a soft drink. She gave Gabby a donut, too. Gabby asked another daffy question.

Gabby asked, "Why do 'onuts have round holes in the middle?"

Alexander answered, "Donuts have round holes in the middle because that's the best place to put the hole. And the holes are round because they are easier to make than square holes."

Then Deputy Alexander and his helpers went back to their digging and worked until dark. At the end of the day, mother came out and said, "Here's a piece of devil's food cake each of you can have for dessert tonight."

Each dandelion digger took his slice of devil's food cake and went home. Of course, Deputy Alexander had his dessert for supper. As usual Gabby wanted to know why the cake was called devil's food cake.

He asked, "Is this cake for people?"

Alexander answered, "Yes, yes. It's for people. It's chocolate cake."

That night, Alexander was dog-tired, but he took time to look up at the sky. He did this 'most every night because he liked to look up at the stars. When he saw the star he was looking for he said, "Gabby, that very bright star is the Dog Star. It's our brightest star and one of the closest ones. It's about fifty-one million, million miles away, or fifty-one trillion miles away."

"I never knew there were stars for 'ogs," said Gabby. "Where are the stars for birds?"

"You can see about six thousand stars," said Alexander. "Pick out a star for yourself--it's yours for free! Now let's get to bed. Sweet dreams, Gabby."

But Gabby had a bad dream that night and he blamed it all on the devil's food cake he ate. He said, "I knew that 'evil's food cake was not for people." You see, Gabby thought he was people.

Do you think Gabby ever could say words that began with the d

sound or that he ever ate devil's food cake again? No, never, never, never!

What was the name of the weed Alexander and his friends were digging up in the back yard? (CAMERA TO CLASS)(Response: Dandelion) Yes. Gabby couldn't say any word that began with the sound, d. He couldn't say other words such as donuts, dog, and devil's food cake.

In our listening game today, you will listen for words that begin with the d sound as in dog. Close your eyes for this part of the game. When I say words that do not begin with the d sound, raise your hand. Ready? (CAMERA TO CLASS)

First sequence of words (Children give hand signal with foil word TINY)

dog, day, deep, dance, dash, date, door, TINY, dial, dell

Second sequence of words (Children give hand signal with foil word TABLE)

dog, dime, dirt, dip, daisy, deal, TABLE, doll, doctor

Third sequence of words (Children give hand signal when they hear foil word TOAD)

dog, ditch, dive, do, dizzy, TOAD, dear, dairy

The next part of our listening game is played with your eyes open. Watch my lips as I say words. You are to repeat only words that begin with the d sound. When I say a word that does not begin with the d sound, put your finger over your lips and do not say it. Ready? (CAMERA TO CLASS)

First sequence of words (Children remain silent with foil word TENT)

dog, damp, deck, dare, dark, desk, TENT, dew, dozen

Second sequence of words (Children remain silent with foil word TOWN)

dog, dither, donkey, done, dry, dip, dawn, TOWN, dot, dose

Third sequence of words (Children remain silent with foil word TAG)

dog, die, dove, dough, dollar, dutch, TAG, dangle, dull

Show (CAMERA TO BOARD) the phonetic picture card for d and say the following: Here is a picture of something the name of which begins with the d sound. What is it? (CAMERA TO CLASS) (Response: Dog) The beginning sound of this picture name will

help you remember that each of these letters (CAMERA TO BOARD) (point to the upper and lower case d) stands for the sound, d. This is how we write the d letter. (CAMERA TO BOARD)(Demonstrate on chalkboard the correct movement to employ in writing the d letter.) Have the children trace the d letter in the air before asking each child to write it on the chalkboard. Teach the writing of the upper case D when the need arises.

Reinforcement and Maintenance Activities

Auditory Discrimination Exercise 1

Directions to the Children.

I will say a word which you will repeat and then make a rhyming word by changing the beginning sound to a t sound. For example, when I say the word dutch, the rhyming word is touch. If you give me the correct rhyming word, your picture will hang in the Hall of Fame. (Hall of Fame is the Bulletin Board.)

The list of words which follows has the child's response in parenthesis:

dell (tell)	dab (tab)	daffy (taffy)	dairy (tarry)	dale (tale)	Dan (tan)	dangle (tangle)	dank (tank)
dead (Ted)	dear (tear)	den (ten)	din (tin)	den (ten)	dine (tine)	dip (tip)	door (tore)	done (ton)
doe (toe)	dock (tock)	tick (Dick)	drench (trench)	drip (trip)	droll (troll)	duck (tuck)	dye (tie)
dug (tug)	dew (two)	droop (troop)	dizzy (tizzy)	dot (tot)			

The above directions and list of words may be used to elicit from the children rhyming d words. You, teacher, will say the word in parenthesis and the child responds with companion rhyming d word.

Auditory Discrimination Exercise 2

Use the above word list and instruct the children as follows: I am going to say pairs of words one of which begins with t (or d). Listen carefully for the word beginning with t (or d) and tell me if word 1 or word 2 began with a t (or d) sound. Hang the child's picture in the Hall of Fame if the response is correct.

Visual Discrimination Exercise

Prepare a set of picture cards for the following t and d nouns (15 of each) and an equal number of small t and d letter cards. Place these picture cards along the chalk ledge. Do the same with the

letter cards. Instruct the children to find the picture cards which answer questions you ask and have them select and place beneath the picture cards the letter with which each picture name begins. The following is a list of nouns to be pictured:

daisy dollar dragon doll deer dish door dime drum dinosaur donkey dress dog desk duck

tie turtle tooth table toy towel tree toad tail telephone tomato train tongue turkey truck

Questions to Ask.

Which has two legs? Which can carry things and people? Which are money? Which has four legs? Which is in your mouth? Which can be found in the kitchen? Which grows in the garden? Which can be washed in a washer? Which lived a long time ago? Which can move but has no legs? Which can you wear? Which has a mouth piece, but cannot talk? Which can you play with? Which is made of wood?

Final Step in the Lesson Development

Place the following word groups on the chalkboard and instruct the children called on to box all the t words and circle all the d words:

tip	dent	tab	drip	tear	dell	tot	tuck	tusk	dry
dip	tent	dab	trip	dear	tell	dot	duck	dusk	try
do	doe	Don	tick	dime	dairy	tub	dug	dowel	team
to	toe	Tom	Dick	time	tarry	dub	tug	towel	deem

Related Activities

1. Writing the letters t and d.
2. Finding the t and d letters, both upper and lower case letters, from letter boxes.
3. Workbook pages.
4. Continue to encourage children to bring in pictures and words that begin with t and d letters.

End of Tape 13

Tape 14

The Formation of Pronouncing Units

So far the design of the lessons consisted of (1) sound-stories in which a speech sound is stressed in an enteraining way, and, within the framework of each sound-story, is a simple description of how the articulators function in the production of a speech sound; (2) ear training exercises consisting of the

isolation and discrimination of a specific sound from a whole word configuration; and (3) the bonding of speech sounds with letters, by which they are usually represented, using phonetic picture cards, games, and writing activities.

Now that a core of fifteen sounds, five short vowel sounds and the ten most frequently used consonants, have been introduced, the next plateau in the development of the CAME program is to unite these sounds into pronouncing units which function in decoding and encoding words. These pronouncing units, or blends, constitute the most crucial bite in a word and condition a child to observe consistently and to attack a word at its beginning. Using this method of word attack, promotes good left to right eye progression essential in beginning reading instruction and at later stages of reading instruction as well.

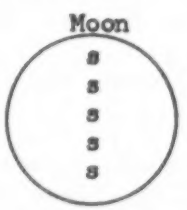
The formation of pronouncing units is developed in five steps which are as follows:

1. Uniting a consonant (letter and sound) with each short vowel (letter and sound).
2. Auditory and visual discrimination of the resultant pronouncing units or blends.
3. Formation of words by adding a final consonant(s) to each of these pronouncing units or blends.
4. Auditory discrimination of the pronouncing units and writing, by the pupils, of these spelling fragments.
5. Pupils add (write) the final consonants to the spelling fragments to form words.

A detailed development of the foregoing steps follows:

Step 1. In this step, the consonants s, m, f, r, n will be united with each vowel. Five sets of pronouncing units (blends) will be formed. These sets constitute five different lessons--each to be taught at separate sessions.

Place five consonant letters s in a column arrangement within a circle, representing the moon, and the five short vowel letters in a column arrangement.



u

o

i

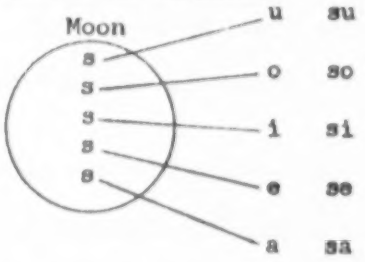
e

a

These are your instructions to the children: Since children enjoy role playing, ask them to pretend they are astronauts. The s letters are lunar modules and vowels are the command modules and

the final consonants will be the splash down points. The "astronauts" are to link up the lunar modules with the command modules--that is, join each s with a vowel.

Instruct the children to watch and listen as you, teacher, link up each lunar module with a command module. Draw a chalk line from the s, at the bottom of the column, to ă and as you do so, say the sound, s, until the chalk line reaches ă and then say ă. This blending should be articulated with no interruption of the breath and the resultant blend is să. Proceed to unite the remaining four s consonants with ĕ, ĭ, ŏ, ŭ resulting in the blends sĕ, sĭ, sŏ, sŭ. Write each of the resulting blends to the right of each vowel. The arrangement on the (CAMERA TO BOARD) chalkboard at this point is as follows:



Now have the children link, by voice, each s consonant with a vowel as you trace the movement from each s to a vowel with a chalkline. Tell the children that they have formed helpers which will be used later to form words and because they all start with the s sound, they are called "s helpers". Erase the "moon" and the vowels, leaving just the blends ("helpers") on the chalkboard.

Step 2. Tell the children that you are going to say one of the "s helpers". They are to listen for and identify the vowel, since that is the key sound to identify the "helper" you say. The individual called upon must locate on the chalkboard the correct "helper" and slide his hand or pointer under it and say, "This is să (sĕ, sĭ, sŏ, sŭ).

Step 3. After each child has had a chance to identify auditorially and visually the "helpers" you, teacher, say, inform the children that these "helpers" can be changed into words by bringing each space ship ("helper") to splash down points. The splash down points are the consonants s, m, f, r, n, g, b, t, p, d. Write these off to the side, on the chalkboard, and point to them when you speak of "splash down" points.

Choose, for example, the consonant, t, as splash down point and add it to the "helpers" să, sĕ, sĭ. Have the children tell which space ships are going to splash down (să, sĕ, sĭ--they say these) and where they will splash down (at point t). Then demonstrate, by voice, how to land să down at t to form the word, sat; land sĕ to form set; land sĭ to form sit.

Now, ask the children to bring the "space ships" s$\breve{a}$, s$\breve{e}$, s$\breve{i}$ down to t splash down point to form words. This is what will now appear on the chalkboard: su
so
sit
set
sat

Erase the t consonants and add any of the remaining nine most frequently used consonants which will form three-letter words. Use the same procedure given for adding the t consonant, to form additional words.

Step 4. In Step 4, the process involved is encoding or spelling. The blend or "helper" is pronounced by you, teacher, and the child responds by translating sounds into written symbols.

Place the five vowels, $\breve{a}$, $\breve{e}$, $\breve{i}$, $\breve{o}$, $\breve{u}$, on the chalkboard separating each with a vertical bar in this manner: (CAMERA TO BOARD)

a	e	i	o	u
			so	

Tell the children that you will say s "helpers" and they are to listen for the vowel, identify it, and then write the "helper" under the appropriate vowel on the chalkboard. Illustrate how this directive is to be carried out by saying a s "helper", such as s$\breve{o}$. Say, "The vowel is $\breve{o}$." Write s$\breve{o}$ under $\breve{o}$ and slide your hand (or pointer) under s$\breve{o}$ as you say s$\breve{o}$. Be sure to have the individual called on repeat the "helper" and identify the vowel before he goes to the chalkboard to write it under the appropriate vowel. Also, say the s "helpers" in random order, several of each, so that every child participates in this fragmentary writing-spelling activity.

Step 5. In this Step, you, teacher, say an s "helper", repeat it adding a final consonant to make a word. For example, say, "s$\breve{e}$--set", and write "s$\breve{e}$--set" or just "set" in the column headed by the vowel, $\breve{e}$. Read the word saying, "My word is set." Then use the word in an oral sentence such as, "I will set the dishes on the table." Using the word in a meaningful context is a must. Require each child to formulate, orally, a sentence using the word he has written.

Use the chalkboard form suggested in Step 4 for the spelling activity in Step 5. (CAMERA TO BOARD)

a	e	i	o	u
	se			
	set			

Continue saying s "helpers" and three-letter words incorporating these until all possible words have been formed. Final consonants which are added to the s "helpers" should be limited,

at this point in time, to the ten most frequently used consonants.

Use the five-step procedure developed for the s blends ("helpers") to form m, f, r, and n blends. From these twenty-five sets of blends, at least fifty three-letter words can be decoded and encoded by the children. Later, these blends function in unlocking and spelling words of more than one syllable such as sandwich, rabbit, napkin, puppet, dustpan, magnet--to mention just a few.

Now that the children know how to write fifteen letters, they may be expected to write certain "select" words from the Dolch Basic Word List which occur in both this list and in the pre-primer reading material. Have the children write and build at least one or two of these words each day. These will be the words you, and later the children, will use in writing sentences.

SENTENCE WRITING

You may begin the writing of simple sentences after the first twenty-five sets of blends have been taught. In the initial stages of this language activity, you, teacher, will write all but the word which has a known helper. Words with known "helpers" will be written by the children. Gradually, the writing of all regularly spelled phonetic words will be written by the children.

The following are some simple sentences in which the children write only the underlined word since it will have a known "helper":

I see the sun. See me run. Sam sat in the sun. The fan is red.
The man is fat.

Related Activities

1. Writing the s, m, f, r, n blends and words having these blends.
2. Building the s, m, f, r, n blends and words incorporating these blends.
3. Workbook pages.
4. Writing sentence fragments such as, I see _____. The children complete the sentence fragment by drawing a picture such as a doll, a kite, a cat, a bird, etc.

Game Wheel of Chance (A motivational and informal testing activity for the s, m, f, r, n blends.)

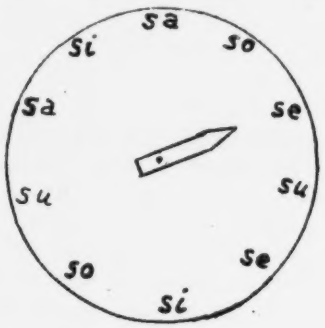
Here is (CAMERA TO BOARD) a circular game board about a foot in diameter and a spinner (revolving arrow) on which are printed two sets of five blends (ten helpers). Above the game board, print the ten most frequently used consonants.

Directions. A child spins the spinner and says the "helper" on which the spinner lands and then selects one of the consonants above the game board to make a word. A correct response is worth

one point. He then writes the word on the chalkboard. This is worth another point. Next he uses the word in a sentence and this is worth a point. All or any number of children may play this game.

Wheel of Chance Game Board

s m f r n g b t p d



End of Tape 14

Tape 15

Formation of Pronouncing Units

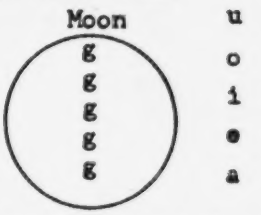
This tape will concern itself with the blends formed when g, b, t, p, d are united with each vowel forming twenty-five more blends ("helpers"). An additional fifty or more three-letter words can be decoded and encoded by the children when these blends are learned. Later, these blends function to unlock and spell words of more than one syllable, such as gobble, gallop, butter, bonnet, ticket, tumble, pansy, penny, different, dentist. G, b, t, p, d are stopped consonants and as has been stated on previous tapes, the schwa vowel sound accompanies g, b, d when they are articulated in isolation. For this reason you are not to have children articulate these apart from the word in which they appear as the initial letter. In blending any of the stopped consonants, voiced or voiceless, tell the children to assume the position necessary to articulate the sound and when the breath is released, the vowel is articulated.

The five steps used in the development of the blends on Tape 14 for the s blends should be methodically adhered to in developing the g, b, t, p, d blends and k (c) blends, which will be considered on the next tape, Tape 16. The procedure employed in developing the g blends will serve as a model for the development of the b, t, p, d blends. The resultant five sets of pronouncing units (25 blends) constitute five different lessons, each to be taught at separate sessions. A detailed explanation for the development of the g blends (helpers) follows.

Once again, have the children pretend they are astronauts. Arrange the lunar modules, the five g letters, in a column on the "moon" with the command modules, the five vowels ă, ĕ, ĭ, ŏ, ŭ in

a column to the right of the "moon". The chalkboard representation for the suggestions given looks like this:

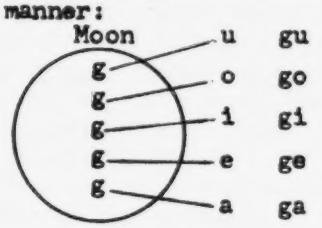
(CAMERA TO CHALKBOARD)



Step 1. Instructions to the children. Each of these g letters is a lunar module which I will link with each command module (point to the column of vowels). Watch and listen carefully how this is done. I will get ready to make this sound (point to the g at the bottom of the column of g letters) by humping the back of my tongue so that it touches the roof of my mouth. I will hold this tongue position until the chalkline reaches the vowel and then I'll lower my tongue and say the ă sound. (Ask the children to practice the tongue placement for the g sound and to lower the tongue without actually articulating the sound. This will help the children to understand your directive.)

Instructions to the teacher. You, teacher, assume the tongue position for articulating the g sound, start a chalkline to the vowel ă and lower the tongue saying ă. Auditorially the sound released is the blend, gă. Proceed to link the next g with ĕ to form gĕ, g with ĭ to form gĭ, g with ŏ to form gŏ, g with ŭ to form gŭ.

As you say each of the g blends, write each resulting blend to the right of the vowels in this manner:



Have the children link, by voice, each g with a vowel. Once again, caution children to hold the tongue position for g until the chalkline reaches a vowel, then to lower the tongue and sound the vowel. When the blending is completed, tell the children that these are the g "helpers" which will be used to make words and because they all start with the same sound, g, they are called the g "helpers".

Erase the "moon" and vowels so that just the g blends ("helpers") remain on the chalkboard. This is what is left on the chalkboard:

gu
go
gi
ge
ga

Step 2. Tell the children that you are going to say one of the g "helpers" (CAMERA TO BOARD)(point to these on the chalkboard). They are to listen for the vowel as that is the key sound to identify the "helper" you say. The individual called on must locate the correct g "helper" on the chalkboard, slide his hand or pointer under it and say, "This is gă (gĕ, gĭ, gŏ, gŭ)."

Step 3. After each child has had a chance to identify the "helpers" auditorially and visually, inform the children that these "helpers" can be changed into words by bringing each space ship ("helper") down to a splash down point. Again, the splash down points are the ten most frequently used consonants s, m, f, r, n, g, b, t, p, d. Place these off to one side on the chalkboard and point to them when you speak of splash down point.

Choose, for example, the consonant, t, as splash down point and add it to the "helpers" ge and go. Have the children tell which space ships are going to splash down (response should be gĕ, gŏ) and where they will splash down (at point t). Then demonstrate, by voice, how to "land" ge at point t, to form the word get and to "land" go at point t to form the word got.

Now ask the children to bring down the space ships gĕ and gŏ, in concert or individually, at t splash down point to form the words get and got. This is what will appear on the chalkboard:

gu
got
gi
get
ga

Erase the t consonants and use any of the remaining nine most frequently used consonants, appropriate ones, to form three- or four-letter words. Use the same procedure given for adding the t consonant to form additional words.

Step 4. In Step 4, the process involved is encoding or spelling. The blend or "helper" is pronounced by you, teacher, and the child responds by translating this "helper" into its symbols.

Place the five vowels, ă, ĕ, ĭ, ŏ, ŭ, on the chalkboard separating each with a vertical bar in this manner:

a | e | i | o | u

Instructions to the children. Tell the children that you will say g "helpers", and they are to listen for the vowel, identify it, and then write the "helper" on the chalkboard under the appropriate vowel. Illustrate how this directive is to be carried out by saying a g "helper" such as gŭ. Say "The vowel is ŭ," and write gŭ on the chalkboard in the u column. Then say, "My helper is gŭ," sliding your hand (or pointer) under gŭ as you say it. Be sure to have the individual called on repeat the "helper" and identify the vowel before he goes to the chalkboard to write it under the

appropriate vowel. Also, say the g "helpers" in random order, several of each, so that every child participates in this fragmentary spelling-writing activity.

Step 5. In this step, you, teacher say a g "helper", repeat it, adding a final consonant to make a word. For example say "gă--gas", and write "gă--gas" or just "gas" in the column headed by the vowel ă. Read the word saying, "My word is gas." Then use the word in an oral sentence such as, "The car ran out of gas." Using the word in meaningful context is a must.

Use the chalkboard form suggested in Step 4 for this spelling activity.

	a	e	i	o	u
ga					
gas					

Having illustrated how this spelling activity is to be carried out, you may begin saying, in random order, g "helpers" and words incorporating these. Continue saying g "helpers" and three- or four-letter words until all possible words have been formed. Final consonants which are added to the g "helpers" should be limited, at this point in time, to the ten most frequently used consonants.

Use the five-step procedure developed for the g blends ("helpers") to form the b, t, p, d blends. Remember to caution children to assume the position for articulating b, t, p, d and hold it until a vowel is reached and then to release the breath and sound the vowel.

SENTENCE WRITING

Continue the sentence writing which was initiated on Tape 14. Keep the sentences simple. Try to stay with words which children have encountered in their pre-primers and those which you have selected from the Dolch list for the children to write and build. Children's involvement grows in this sentence writing as they master more blends ("helpers") and words from the Dolch list. Once again, children supply (write) words that have known helpers. Sentence writing provides a natural situation for developing English usage and punctuation such as, capitalizing the first word of a sentence, ending a telling sentence with a period, and ending an asking sentence with a question mark.

Related Activities

1. Writing the g, b, t, p, d blends and words having these blends.
2. Building the g, b, t, p, d blends and words having these blends.
3. Workbook pages.
4. Writing one or two words from the Dolch list each day.
5. Writing sentences and drawing a picture illustrating each,

such as--I see a bed. I see a big bus. The top is red. I see ten bugs. etc.

6. The Wheel of Chance game can be adapted for the blends developed on this tape.

Introduce children to verse. Begin with a poem such as, I Never Saw a Purple Cow. Have the children memorize the lines. Then have them write and illustrate it. This poem has a few letters--v, w, l, c, h, y which you can teach without making any reference to the sound each makes. This activity provides additional exposure to words which recur again and again in the developmental reading, and hopefully, this may be the beginning toward the development of a liking for poetry.

End of Tape 15

Tape 16

The Consonant Sound k (c, ck)

The consonant sound k is typically spelled with a c, k, or ck. It is classified as a voiceless stop-plosive (CAMERA TO CHART) (point to it on the consonant chart) and is a correlative of the voiced consonant sound, g, which was introduced on Tape 11. The first phase in the production of this sound, as for the consonant sound, g, is made with the back of the tongue making firm contact with the soft palate. Without articulating the k sound, assume the position for this stop-plosive. Now lower the tongue. It is in this second phase--the lowering of the tongue--that the impounded air is released with an explosive sound, to produce the k sound.

To differentiate the three spellings of the k sound, sub-index numbers 1, 2, 3 are used. The spelling c is "k-one", k is "k-two", and the consonant digraph ck is "k-three".

Five understandings evolve during the presentation of the k sound. Understandings 1, 2, and 3 are useful in spelling words that begin or end with a k sound. They are: (1) We use "k-one" (c) before ă, ŏ, and ŭ; (2) We use "k-two" (k) before ĕ, ĭ; (3) We use "k-three" (ck) after short vowels ă, ĕ, ĭ, ŏ, ŭ and it is usually found at the end of a one-syllable word. Understanding (4) Two consonants, when they represent one elementary speech sound, as does ck, are referred to as consonant digraphs. Understanding (5) Some consonant sounds are represented by more than one letter, and this understanding is useful both in reading and spelling. The k sound may be represented by letters other than c, k, ck. The letters x and qu each have two sound elements of which the first one is the sound k. The letter x may also represent the sound gz.

The lesson on this tape and those on succeeding tapes will consist of (1) a presentation of a consonant sound and (2) the

blends ("helpers") each forms when blended with a vowel.

To introduce the consonant sound, k, read the motivational story, Cuckoo Conversation. Say the following: In today's story, Gabby learns that he must be careful about closing doors. You will also hear Gabby say some words in a very strange way.

Cuckoo Conversation

There were several clocks in Alexander's home. None bothered Gabby as much as did the cuckoo clock which hung on the wall in the front hall. The cuckoo clock had a cuckoo bird that came out every hour calling, "Cuckoo". It said "cuckoo" once when it was one o'clock; "cuckoo, cuckoo" when it was two o'clock, and it called "cuckoo" three times when it was three o'clock. It said the most number of "cuckoo" calls, twelve of them, when it was twelve o'clock.

The cuckoo bird's name was Coo-Clu. Gabby didn't care for Coo-Clu nor for his cuckoo calls. One day when Alexander had gone out to fly a kite, Gabby was feeling expecially cantankerous--that means quarrelsome or contrary--he locked with a key the little door from which Coo-Clu popped out every hour.

Gabby said, "Now that 'itter-cray' can't 'ose-clay' the door in my face. Every time I offer him an 'acker-cray', he 'racks' the 'acker-cray' when he 'ose-clays' the door."

You see, Gabby was using Pidgin English which Alexander had taught him. Whenever Gabby had words to say that began with a k sound, he put the k sound close to the end of the word. Instead of saying, "close the door" he said "'ose-clay' the door" and he said "'acker-cray'" instead of "cracker".

Gabby sat watching the clock waiting for the big minute hand to point to twelve. Just then the big hand did reach twelve at the top of the clock. Then there was a terrible commotion behind the little door. Poor Coo-Clu was trying to get out to say the right number of cuckoo calls.

At this very moment Alexander came in. He heard the clamor and the clatter coming from the cuckoo clock. After carefully looking at the little door on the cuckoo clock, he saw that the door was locked. Who do you think was looking on and cackling--that means laughing? Yes, it was Gabby.

Alexander said crossly, "Gabby, this is no time for comedy. Give me the key this instant or there will be no more candy corn for you!

Gabby cringed when he heard that he'd not get any more candy corn on which he just loved to crunch. He quickly flew to his cage for that was where he had hidden the key.

After Gabby gave the key to Alexander he asked, "Let me have some 'otten-kay' for my ears." You see, he thought Alexander was going to continue scolding him.

But instead of scolding, Alexander said, "Stand in the corner of your cage and say twenty-five times, "I must not close Coo-Clu's door again."

Gabby did as he was told. He stood in the corner of his cage saying, "I must not 'ose-clay' 'Oo-clu's door again."

Alexander stayed right by the cage counting the number of times Gabby said, "I must not 'ose-clay 'Oo-clu's door again." When Gabby had repeated the sentence twenty-five times, Alexander said, "Now I'm going to inCARcerate you for the rest of the day," and he closed the door on Gabby's cage.

When Gabby saw the door close, he cried crocodile tears. All Alexander did was to say, "Here's a Kleenex, dry your tears."

Do you think Gabby ever said, "I must not close Coo-Clu's door again" in the correct way? No, never, never, never!

The sound you are going to listen for is the one Gabby moved from the beginning of such words as close, cotton, and cracker to a place near the end of each of these words. What sound is it? (CAMERA TO CLASS)(Response: k) Yes, the sound is k.

Close your eyes for the first part of this listening game and listen carefully for words that begin with the k sound. When I say a word that does not begin with the k sound, raise your hand to let me know that I said a word that did not begin with the k sound. Ready? (CAMERA TO CLASS)

First sequence of words (Children give a hand signal with foil word GOBBLE)

cat, carpet, carrot, cocoa, cap, cackle, GOBBLE, cord, coffee

Second sequence of words (Children give a hand signal with foil word GUM)

cat, kite, clean, copy, cold, collar, cask, GUM, cost, carry

Third sequence of words (Children give a hand signal with foil word GALLOP)

cat, class, coat, cookie, GALLOP, car, clover cane

For the next part of our game, open your eyes. Watch my lips as I say words and this time repeat every k word I say. When I say a word that does not begin with the k sound, put your finger over your lips and do not say it. (CAMERA TO CLASS)

First sequence of words (Children remain silent when they hear foil word GASOLINE)

cat, clay, cord, crib, camel, collie, GASOLINE, cream, catch

Second sequence of words (Children remain silent when they hear foil word GOOSE)

cat, canvas, calendar, contest, calico, GOOSE, cake, coin

Third sequence of words (Children remain silent when they hear foil word GARDEN)

cat, kitten, kettle, coal, kangaroo, cricket, GARDEN, cow, clown

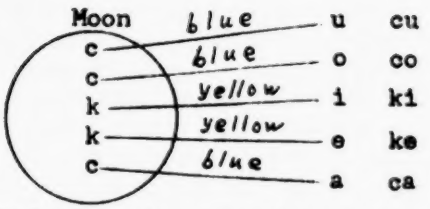
Show the phonetic (CAMERA TO BOARD) picture card for k. Cover, temporarily, the picture of the chick and ck. This will receive consideration at a later time on this tape. Say the following: Here are pictures of things the names of which begin with the k sound. What do you see? (CAMERA TO CLASS)(Response: A cat and a kid) Yes, you see a cat and a kid. The beginning sound of each of these letters (CAMERA TO BOARD)(point to upper and lower case c and upper and lower case k) stands for the k sound. You can see that each of these is numbered. We call this letter (point to c on the phonetic picture card) "k-one" and this letter (point to k) is "k-two". This is how we write "k-one" (c) and "k-two" (k).

Demonstrate on the chalkboard the correct movement to employ in writing the letters c and k. Have the children practice writing these letters in the air and then have the children go to the chalkboard, in groups of three or four, to write c and k on the chalkboard.

The next segment of this tape will concern itself with the formation of k blends ("helpers").

Place on the chalkboard a circle representing the moon and the five vowel letters in a column arrangement. Color code c and k and the vowels in the following way: (The color suggested is arbitrary.) c, ă, ŏ, ŭ in blue; k, ĕ, ĭ in yellow. The use of different colors for c, k, and the vowels is an effective way to show that c is to be blended with ă, ŏ, ŭ and k with ĕ and ĭ.

Step 1. Instruct the children (astronauts) to listen carefully as you show them how to link each "k-one" (c) and "k-two" (k) lunar module with a command module (ă, ĕ, ĭ, ŏ, ŭ). Point up the fact that you hold the tongue position for the k sound until you reach a vowel (with the chalkline). Proceed to unite, with a chalkline, c with ă, ŏ, ŭ and k with ĕ and ĭ. Write the resulting blend to the right of a vowel. The arrangement (CAMERA TO BOARD) on the chalkboard at this point is as follows:



Now have the children link, by voice each c and k consonant with a vowel as you trace the movement from each to a vowel with a chalkline. Tell the children that they have formed a new set of "helpers"--k "helpers".

It should be quite evident to the children that c and k share the vowels. Nevertheless bring this to their attention. Elicit from them the understandings that "k-one" (c) joins with ă, ŏ, ŭ to form the "helpers" ca, co, cu; "k-two" (k) joins with ĕ, ĭ to form the "helpers" ke, ki. Also, help them formulate these two understandings: We use "k-one" (c) before ă, ŏ, ŭ; we use "k-two (k) before ĕ, ĭ.

Step 2. Erase the "moon" and the vowels leaving just the blends. Ask the children to listen for the vowel in the k "helpers" you say. Say these helpers in random order. The child called on is to identify the vowel and then locate the helper on the chalkboard, slide his hand or pointer under it and say, "This is că (kĕ, kĭ, cŏ, cŭ)."

Step 3. In this step each of the k helpers is changed into a word by the addition of a final consonant. By now children are familiar with the manner in which the "space ships" come down to "splash down" points. Once again, write the ten most frequently used consonants on the chalkboard. These are the "splash down" points. Since there is no need for you, teacher, to demonstrate the "splash down" procedure, proceed to add (write) any of the ten consonants to appropriate blends and call on individual children to bring down the space ships. For example, the consonant t may be added to că, kĭ, cŏ, and cŭ resulting in the words cat, kit, cot, cut. After each word is pronounced, have the child incorporate the word in an oral sentence. Erase the t consonant and proceed to add any of the remaining nine consonants which will form three-letter words.

Step 4. This is the step in which children engage in fragmentary spelling. Write the vowels on the chalkboard separating each with a vertical bar in this manner:

(CAMERA TO BOARD)

a | e | i | o | u

Tell the children to listen for the vowel in the k "helpers" you say, to repeat the helper, identify the vowel, and then write the "helper" under the appropriate vowel. Say a sufficient number of k "helpers" so that every child participates in this spelling activity.

Step 5. In this step, children engage in spelling in the true

sense of the word. Write the vowels on the chalkboard as you did for the activity in Step 4. Dictate a k "helper" and repeat the helper adding a final consonant to make a word. For example, say, "cu--cup." The child responds with, "cu--cup." He writes cu--cup beneath the ŭ vowel and then says, "My word is cup." Have the child use the word cup in an oral sentence. The activity described in Step 5 looks like this on the chalkboard: (CAMERA TO BOARD)

a	e	i	o	u
				cu
				cup

Have every child participate in the foregoing activity.

The understandings developed during the presentation of this lesson will bear repeating and application.

The third typical spelling for the k sound, namely the consonant digraph, ck, will now be considered.

Start with an auditory exercise. Tell the children that you will say words some of which will begin with a k sound and some will end with a k sound. They are to listen with their eyes closed for words that end with a k sound. When they hear a word that ends with a k sound, they are to raise their hands. When you are reasonably sure that they can hear a k sound in the final position in a word, uncover "k-three" (ck) on the phonetic picture card and say, "These are the letters we use to show a k sound at the end of a word. What picture do you see that has a k sound on the end of its name?" (CAMERA TO CLASS)(Response: A sock) "We call this the "k-three" (ck). How many letters does it have?" (Response: Two) "How many sounds does it stand for?" (Response: One) When two consonants have one sound we call it a consonant digraph.

Write five "helpers" on the chalkboard in which each of the vowels is represented and to which ck can be added to form a word. Many groups of five helpers can be used, such as (CAMERA TO BOARD)

du	bu	tu	su
ro	mo	so	to
pi	si	ki	ti
ne	de	pe	--
sa	ba	ta	pa

Place one group at a time on the chalkboard. Have the helpers read. Then write ck after each helper and call on individual children to read the word you point to. Start at the bottom of the column. As each word is read, have the child use the word in an oral sentence. Then ask the children to notice the vowel ck follows.

Beyond a doubt the children will see that the consonant digraph ck follows ă, ĕ, ĭ, ŏ, ŭ. Help the children formulate the generalization that "We use 'k-three' after the vowels ă, ĕ, ĭ, ŏ,

u and it's usually found on the end of a word."

Erase the words formed with the first group of "helpers" and enter the second group of "helpers" on the chalkboard and in the manner described for the first group of "helpers", form new words adding ck to each "helper".

Use the procedure given for the "helpers" in groups one and two for the remaining groups of "helpers".

Stated simply, you have had children decoding words ending in a consonant digraph, "k-three" (ck). You will now reverse the process by having children encode (spell) these words.

Place the vowels on the chalkboard separating each with a bar. Dictate a blend ("helper") and repeat the blend adding the k sound. For example, say, "pa--pack". The child called on repeats "pa--pack" and writes both "helper" and word, or just the word, in the column headed by ă. Dictate a sufficient number of blends so that each child is engaged in this activity. After each word is written, have the child use the word he has written in an oral sentence.

A unique feature of the CAME approach is that both decoding and encoding skills are developed when the blending plateau is reached. And as each new set of blends is mastered, the ability to decode and encode words grows in geometric proportion.

Also, with the attainment of the blending plateau, there is a shift in the follow-up activities which involves vocabulary expansion, spelling, English usage, introduction to poetry, and writing. Each of these facets of the Language Arts stems from the study and application, in sequential order, of the English speech sounds.

The position of the letter s, based on its frequency of occurrence, occurs not at this point in the CAME program, but further along in the continuum of basic speech sounds. (CAMERA TO CHART) (point to x on the consonant chart) However, passing mention will be made of this letter at this time because the first sound component of x is k and the second component is s, as in box. When x is preceded by a vowel in a stressed syllable, as in exact, it is sounded as gz. In an initial position in a word it has the sound value of z.

The letter x requires no special instruction other than to point out that this letter is sounded as ks and sometimes gz. When the letter x comes up for consideration, use word samples such as fox, box, ox, tax, lax, ax, fix, six, mix, next to illustrate its ks sound components.

Related Activities

1. Oral language activities suggested on segments of this tape when "helpers" were changed into words.
2. Writing the k blends ("helpers").

3. Building the k blends ("helpers") using letters from letter boxes and placing them into pupil pocket charts.
4. Workbook pages.
5. Writing poems or nursery rhymes--Old King Cole; Hickory, Dickory, Dock.
6. Following directions in which the responses are pictures. Make a cup. Make a cat. Make a cap. Make a sock. Make a duck. Make a rock.
7. For review and informal test purposes, mimeograph a form such as has been used on the chalkboard--five columns each headed by a vowel. On this form, children write the "helpers" you dictate (any of the thirty "helpers" presented so far) under the appropriate vowel.
8. Continue to have children write and build words from the Dolch list which you anticipate will be needed in sentence writing.
9. The Wheel of Chance game.

End of Tape 16

Tape 17

The Consonant Sound sh (zh)

This tape will concern itself with the voiceless consonant speech sound sh and its voiceless correlative, zh. Since the consonant speech sound sh is made up of two consonant letters having one sound, it is, as is ck, a consonant digraph. The voiced correlative sound zh has the s spelling in measure, has the ge spelling in garage, and has the z spelling in azure. However, the phonetic respelling in the dictionary is zh.

As for the production of the sound s, the sound sh is made with the sides of the tongue in contact with the upper teeth. The body of the tongue is flattened and arched toward the hard palate forming a rather broad groove through which the air is forced gradually over the edge of the upper and lower incisors. Since sh is one of the ten most frequently misarticulated sounds, it is helpful for you to know the positioning of the articulators for correctly producing this sound.

Read the motivational story, The Wrong Shoo for Gabby, to introduce the consonant speech sound, sh. Say the following: In today's story, Gabby makes another funny mistake because he still thinks he's people. Listen carefully to find out what sound Gabby does not say at the beginning of words.

The Wrong Shoo for Gabby

Alexander was busy shining his shoes when he heard his mother call, "Alexander, where are my shoe trees? They were on this shelf in my clothes closet."

Alexander shrugged his shoulders--that means he didn't know where the shoe trees were--but he answered, "I saw them a short time ago in one of your shoe boxes."

Gabby, as usual, was listening. He said, "I never knew trees grew 'oos'. Let me see an 'oo' tree."

"The word is shoes," answered Alexander. "It begins with a sh sound. You need teeth and lips to make this sound and you don't have either. Trees never grow shoes and they never will. As soon as I find Mother's shoe trees, I'll show you what they look like."

Sure enough the shoe trees were in the box in which Alexander had seen them. When Gabby saw the shoe trees he said, "There's no room for feet when 'oo' trees are inside the 'oos'."

"Shoes are not worn with the shoe trees inside them," said Alexander. "They just keep shoes in shape when they're not being worn."

Gabby said, "Can I have a pair of 'oos'? I don't want to go barefooted any longer. If horses can have 'oos', why shouldn't I?"

"You're talking sheer nonsense," said Alexander. "Your toes are not shaped for shoes. How about some shoe laces? I'll lace them in and out of your toes."

So Alexander did just that. He laced some shoe laces around Gabby's toes. But when Gabby walked, he shuffled about in a clumsy way. He shouted, "You've made a mistake! You put the right 'oolace' on my left foot and the left 'oolace' on my right foot. Take them off! I want a pair of 'oos!"

Alexander answered, "I wish you would hush your mouth. The only pair of shoes you'll get is a SHOO-SHOO into your cage!"

Gabby shed some tears, his favorite kind--a shower of crocodile tears. Do you think Gabby ever got shoes or ever said words that began with the sh sound? No, never, never, never!

The sound we are going to listen for is the one Gabby could not make. What sound was this? (CAMERA TO CLASS)(Response: sh) Today we are going to listen for words that begin with the sh sound. Close your eyes for the first part of this game and remember to give me a hand signal when I say a word that does not begin with the sound sh. Ready? (CAMERA TO CLASS)

First sequence of words (Children give hand signal when they hear foil word SADDLE)

sheep, shut, ship, shears, shallow, shop, SADDLE, shield, shell

Second sequence of words (Children give hand signal when they hear foil word SUMMER)

sheep, shadow, shake, shoe, shingle, SUMMER, shovel, shore, sherry

Third sequence of words (Children give hand signal when they hear foil word SANDWICH)

sheep, shark, shiver, shun, short, shelf, shall, SANDWICH, shout, shoulder

The next part of our game is played with our eyes open. Watch my lips as I say words that begin with the sh sound and repeat these. When I say a word that does not begin with the sh sound, put your finger over your lips and do not say it.

First sequence of words (CAMERA TO CLASS)(Children silent with foil word SALT)

sheep, shock, shelter, should, shape, shuffle, shampoo, SALT, shaggy, shady

Second sequence of words (Children remain silent with foil word SONG)

sheep, shift, sheet, show, shine, SONG, shack, shower

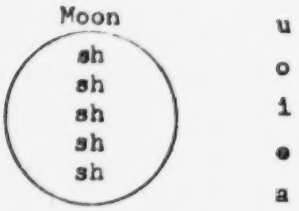
Third sequence of words (Children remain silent with foil word SURPRISE)

sheep, shatter, shawl, shirt, share, shove, SURPRISE, shutter, shy

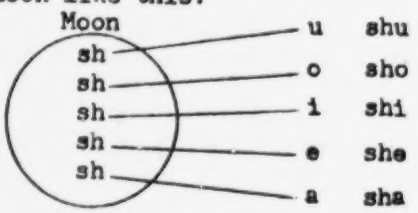
Show the phonetic (CAMERA TO CHART) picture card for sh. Say the following: Here is a picture of something the name of which begins with the sh sound. What is it? (CAMERA TO CLASS)(Response: A sheep) The beginning sound of this picture name will help you remember that these two letters (CAMERA TO CHART)(point to the upper and lower case spellings of sh) stand for the sound sh. Sh is a consonant digraph because it is made up of two consonants making one sound.

Since the children have had the experience of writing the letters s and h, the writing of this consonant speech sound is unnecessary. Impress on the children that s and h each loses its sound identity when they appear together. As a team they form an entirely new speech sound, sh.

Step 1. Draw a circle and within it write five sh consonant speech sounds and alongside of the "moon", write a column of vowels. The arrangement on the chalkboard will (CAMERA TO BOARD) look like this:



Have the children link by voice, each sh lunar module with a command module (a vowel) as you trace the linking movement with a chalkline. As each sh is linked with a vowel, write the resultant blend to the right of the vowel. The arrangement on the (CAMERA TO BOARD) chalkboard will look like this:



Step 2. Erase the "moon" and the vowels leaving just the sh blends ("helpers") on the chalkboard. Instruct the children to listen for the vowel in the sh "helpers" you say. The child called on must identify the vowel,locate the blend he heard, slide his finger or pointer under it and say, "This is sha (she, shi, sho, shu)." Say the sh "helpers" in random order. Repeat each blend several times, in random order, so that each child is engaged in this activity.

Step 3. After each child has had a chance to identify a blend you say, both aurally and visually, the next step is to change these pronouncing units into words. Write, off to one side, the consonant letters which have been presented thus far. These represent the splash down points.

Choose a consonant p and add it directly to shi and sho. Have the class note which space ships (shi, sho) are going to splash down and at what point (p). Then call on a child to bring down the two space ships. Erase the p consonant and add appropriate consonants to the sh "helpers" until all possible words have been formed. The burden of bringing down a space ship is done by the children. Each time a child forms a word, have him say, "My word is ____." Then have the child use the word in a sentence. The chalkboard arrangement using the consonant p, is as follows:

shu
shop
ship
she
sha

Step 4. Write the vowels on the chalkboard separating each with a vertical bar in this manner (CAMERA TO BOARD):

a	e	i	o	u

Tell the children that you will say sh "helpers" and they are to listen for the vowel, identify it and then write the "helper" under the vowel they heard. The response from the child following your directive will be, "The vowel is ___(ă, ĕ, ĭ, ŏ, ŭ). He then proceeds to write the "helper" in the column headed by the vowel he heard. When the helper is written under the appropriate column, he says, "My 'helper' is ___ (sha, she, shi, sho, shu)." Remember to say the sh "helpers" in random order and say a sufficient number of these so that each child participates in this fragmentary spelling.

Step 5. In this step, you, teacher, say a sh "helper", repeat it adding a final consonant to form a word. For example, say, sho--shot. The child called on responds by writing sho--shot or just shot in the column headed by the ŏ vowel. He slides his finger or pointer under shot and says, "My word is shot." He then uses it in an oral sentence.

Continue saying the sh "helpers" and words incorporating these "helpers" until every child has participated in this spelling activity.

The consonant digraph sh occurs in a final position in a word and logically should be taught after the foregoing five steps have been carried out. This instructional task can be accomplished in the following manner: Tell the children that you are going to say words some of which begin with the sh sound and some of which end with a sh sound. Instruct them to raise their hands when they hear you say words that end with this sound. Suggested list of words to say: (CAMERA TO BOARD)(Children raise their hands when they hear the underlined words.) shell, wish, shoe. shape, dish
rush, ship, show, mash, fish
shop, hush, splash, shadow, crash
smash, shack, shade, lash, brush

When you are sure the children can identify words that end with an sh sound, write on the chalkboard blends to which sh may be added to form words. Then say one of the blends and add sh to it. The child called on writes sh to the blend he heard, reads the resultant word, and uses it in a sentence. List of blends to write on the chalkboard: (CAMERA TO BOARD) ru sa ma fi hu la di ha do ra wi gu.

Next, write the vowels on the chalkboard separating each with a bar. Dictate a "helper" and a word ending in sh which incorporates that helper. The child called upon repeats the "helper" and word, then writes both "helper" and word or just the word under the appropriate vowel. Always have the child slide his finger or a pointer under the word he has written, say it, and use it in an oral sentence.

Related Activities

1. Building sh "helpers" and words having these "helpers".
2. Writing sh "helpers" and words having these "helpers".
3. Continue to have children build and write words from the Dolch list, one or two a day, selecting those which you anticipate will be needed in sentence writing.
4. Dictation of sentences using words with known helpers and words from the Dolch list. The following are examples of sentences that children will be able to write:
   I see a shell in the sand. The doll is big.
   I can run fast. The pig is fat. My top is red.
5. Compound words and two-syllable root words can be unlocked at this point in time. Here is a partial list of compound words which children can successfully decode:
   dustpan sunset nutpick sunfish bobcat
   sandbag tomcat pigpen sandman nutshell
   The following is a partial list of two-syllable root words which children are able to decode:
   bonnet muffin napkin robin mitten goblin
   finish magnet dentist rabbit selfish gossip
   basket sudden bendle rocket habit pebble
   By striking out letters such as final e in bundle and pebble or r as in pepper, butter and number, children can easily decode words such as these. Also, words such as panda can be decoded if accompanied by meaning clues, such as an animal in the zoo that looks like a teddy bear.
6. The Wheel of Chance game.
7. Workbook pages.

End of Tape 17

Tape 18

The Consonant Sound ch (tch)

The ch sound is typically spelled as a digraph, c-h or as a trigraph, t-c-h. The ch sound is a correlative of the voiced consonant j. Actually, ch is composed of two sounds--t and sh and its correlative j is composed of d and zh. When t and sh and d and zh are blended together, the resultant sounds are classified as consonantal diphthongs.

Ch is one of the ten most frequently misarticulated sounds. For this reason it is well for you to know how to assist a child who has difficulty articulating this sound. To say the ch sound, assume the tongue position for t. Then lower the tongue releasing the impounded breath saying the sound sh; the result is the ch sound.

The following understandings are developed during the presentation of the ch sound: (1) The ch sound may be represented in

spelling as the consonant digraph, c-h, or the consonant trigraph, t-c-h; (2) We use ch at the beginning of words and after the letter n; (3) We use the trigraph tch after the vowels ă, ĕ, ĭ, ŏ, ŭ; (4) For spelling purposes, we differentiate the two spellings of the ch sound by using subindex numbers 1 and 2. Ch is referred to as ch-one (ch_1) and tch is referred to as ch-two (tch_2).

Introduce the ch sound by reading the motivational story, For Want of a Chip a Game Was Lost. Say the following: In today's story Gabby and Alexander play checkers but the game is never finished because Gabby does something he shouldn't and so does Alexander. Listen carefully to find out what sound Gabby isn't able to say at the beginning of some words.

For Want of a Chip a Game Was Lost

One Saturday afternoon, Alexander's mother had to go to a church meeting to help plan a chop suey dinner. Before she left, she said, "Alexander, stay indoors. It's a chilly afternoon and besides your 'charley horse' is still bothering you."

You know who was listening. Yes, it was Gabby. He asked, "Why is 'arley's' horse bothering you, Alexander?"

Mother chuckled when she heard Gabby say this and she said, A 'charley horse' isn't a horse at all. When people use their arms or legs much too much or injure either, they get stiff. This stiffness is called a 'charley horse'."

Mother then suggested that Alexander read his new animal book. In it were stories about cheetahs, chinchillas, chipmunks, chimpanzees, and chihuahuas.

"I'd rather play checkers with Gabby," answered Alexander. "May we use the kitchen table for a checkerboard? I'm going to challenge Gabby to a game of checkers."

"What does 'allenge' mean?" asked Gabby.

"It's a contest to see who wins," answered Alexander. "I see you're having trouble saying words that begin with a ch sound."

"Well, I won't play unless you let me win," said Gabby.

"You're 'chicken', 'chicken', 'chicken', that's what you are," teased Alexander.

Gabby said, "We'll find out who's 'icken'. I accept your 'allenge'." That meant Gabby was willing to play checkers to show Alexander that he wasn't afraid to play.

Alexander's mother interrupted and said, "I've heard enough of this chit-chat. I'm on my way. You two cherubs may use the

kitchen tablecloth that has squares on it for a checkerboard."

After Alexander's mother left, Gabby and he went into the kitchen. Gabby watched as Alexander used chalk to mark off eight squares across and eight squares down making a checkerboard of sixty-four squares on the tablecloth.

Gabby asked, "What will we use for 'eckers'?"

"Let's see what Mother has in these kitchen cabinets," said Alexander. "Here are some chocolate chips and some chocolate covered raisins. Which do you choose for checkers? I'll let you have first choice."

"'ocolate covered raisins are my 'oice', 'um'," answered Gabby.

Alexander gave Gabby twelve chocolate covered raisins and said, "Now remember the rules of the game. Any checkers of mine that you capture you may eat." You see that was a rule Gabby and Alexander made up for it really isn't really a checker game rule.

As the game went on, Gabby started to chant a song. He chanted, "'im-'imminey', 'im-'imminey', 'im-'im-'erree'," over and over again until Alexander said, "Stop your chanting, chatterbox. In a checker game it's against the rules to chatter or chant. Besides, if you can't sing the words 'chim-chimminey, chim-chimminey, chim-chim-cherree' correctly, don't sing at all."

Gabby stopped chanting and began grinning like a Cheshire Cat. He was grinning like a Cheshire Cat because he had just cheated. He ate one of Alexander's chocolate chips when Alexander wasn't looking! When Alexander saw that Cheshire Cat look, he checked the checkerboard to see if all his chocolate chips were on the checkerboard. Of course one chocolate chip was missing. He counted only eleven chocolate chips!

Alexander said, "Stop cheating, Gabby. Where's the missing chocolate chip? Oh, I see some chocolate on your chin. You ate it! Just for that I'll eat one of your chocolate covered raisins."

Well, you can guess the rest of this story. Gabby took another chocolate chip that belonged to Alexander and Alexander took one of Gabby's chocolate covered raisins. They both kept eating each other's "checkers" until all the checker chips were gone.

Alexander said, "Next time we play checkers we'll use dry beans and elbow macaroni for checkers. Then we'll be able to finish the checker game and find out who really is a champion checker player."

Do you think Gabby was ever able to say words that began with a ch sound or that he wanted to play checkers using dry beans and

elbow macaroni? No, never, never, never!

Alexander found out that Gabby could not say words that began with a certain sound. What sound was this? (CAMERA TO CLASS) (Response: The sound ch) Yes, the sound was ch. This is the sound you are to listen for in words I say.

Close your eyes for the first part of this game. Listen for words that begin with the ch sound. Remember to give me a hand signal if you hear me say a word that does not begin with the ch sound. Ready? (CAMERA TO CLASS)

First sequence of words (Children give hand signal when they hear foil word JUST)

chick, chill, chant, chase, chew, chest, JUST, chum, churn

Second sequence of words (Children give hand signal when they hear foil word JELLY)

chick, change, champ, chair, church, JELLY, cheap, cheese

Third sequence of words (Children give hand signal when they hear foil word JINGLE)

chick, cherry, chart, chat, chalk, chain, child, JINGLE, chirp, choice

The next part of our listening game is played with our eyes open. Watch my lips as I say words. Repeat each word I say that begins with a ch sound. When I say a word that does not begin with the ch sound, put your finger over your lips and do not say it.

First sequence of words (Children remain silent when they hear foil word JAW)(CAMERA TO CLASS)

chick, chess, china, chisel, chunk, choose, JAW, chime, charcoal

Second sequence of words (Children remain silent when they hear foil word JEWEL)

chick, challenge, chief, chocolate, choke, JEWEL, charge, children

Third sequence of words (Children remain silent when they hear foil word JUDGE)

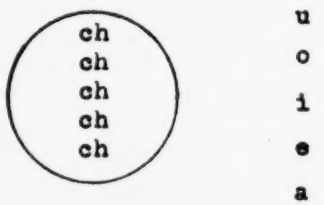
chick, choose, chatter, cheer, cheek, chore, JUDGE, charm, chop

Show the phonetic (CAMERA TO CHART) picture card for ch. Cover the picture of the witch and the trigraph t-c-h. This will be considered later on this tape. Say the following: Here is the picture

of something the name of which will help you remember that these letter teams (digraphs)(CAMERA TO CHART)(point to ch beginning with an upper and lower case letter) have the ch sound.

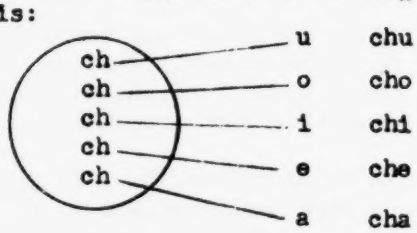
The writing of the letters in the ch digraph present no problem since each letter has been taught on previous tapes. However, say the following: The new sound ch is made up of a team of letters each of which you know how to write. It is important for you to remember that when these letters (CAMERA TO CHART)(point to ch on the phonetic picture card) come together, you cannot say or hear the sound of either letter. Together the letters in the ch digraph stand for an entirely new sound, ch.

Step 1. Place (write) on the chalkboard the now familiar "moon" with five ch "lunar modules" and the vowels in a column to the right of it. The chalkboard arrangement looks like this: (CAMERA TO BOARD)



Have the children (astronauts) link, by voice, each ch digraph with a vowel as you trace with a chalkline the movement from each digraph to a vowel. As each ch blend is formed, write that blend to the right of the vowel in that blend. Tell the children that they have formed new "helpers". It is a reasonable assumption to say that the children can tell you that the "helpers" they have formed are ch "helpers".

After Step 1 has been completed, the arrangement on the chalkboard looks like this:



Step 2. Erase the "moon" and the column of vowels leaving just the ch "helpers". Instruct the children to listen for the vowel in the ch "helpers" you say. Have the child called on repeat the "helper" since this repetition, as well as the focus on the vowel sound in that "helper", assists the child in identifying and locating a specific "helper". Insist that a child slide his hand or pointer under it and say, "This is ____ (cha, che, chi, cho, chu)." Say the ch "helpers" in random order and say a sufficient number of them so that each child has a chance to identify and locate a ch "helper".

Step 3. In this step the ch "helpers" are changed into words by the addition of a final consonant letter. Place on the chalkboard all the consonant letters whose sounds have been presented. Remind the children that these consonants are the splash down points for the ch space ships (ch "helpers"). Select one of the consonants such as p (n, m, ss, ck, etc.). Write the letter p directly after cha, chi, cho and have the children tell which space ships will splash down at point p. Then call on individual children to bring any space ship (ch "helper") you say down to splash down point p. After the child has done this have him say, "My word is ___ (chap, chip, chop) and have the word used in an oral sentence.

Erase the final consonants p and continue to add other consonants which will form three-letter words until all possible words have been formed. The consonants added must be confined to those which were previously presented.

Step 4. Write on the chalkboard a row of vowel letters separating each with a vertical bar. Say ch "helpers" in random order for individual children to write under the vowel heard in the "helper". For example, say che, have the child repeat che and write it in the column headed by the vowel ĕ. Have the child slide his finger under the ch "helper" and say, "My 'helper' is che." Every child should have an opportunity to participate in this fragmentary spelling activity.

Step 5. The same chalkboard arrangement used in Step 4--vowels in a row each separated by a bar--is needed for the activity to be described in this step. In random order say ch "helpers" and words incorporating these. The child called on repeats the "helper" and word. He writes both "helper" and word or just the word under the appropriate vowel. Have the child slide his finger under the word and say, "My word is ___." Then have the word used in an oral sentence.

Continue saying ch "helpers" and words incorporating these helpers until all possible three-letter (or four-letter) words have been formed. Once again, the choice of final consonants is limited to those which have been presented so far.

The activity to be described is to be presented after the foregoing five steps have been completed.

Tell the children that you are going to say words some of which will begin with the sound ch and some which will end with this sound. Have the children close their eyes and raise their hand when they hear you say a word that ends with the ch sound. Expect the children to raise their hand when they hear you say the underlined words in the following sequences:

chalk, chick, witch, chase	hatch, chop, chum, ditch
chin, patch, chair, dutch	catch, match, chest, fetch

cheap, chill, hutch, latch chat, hitch, chip, splotch
watch, chore, stitch, scratch snatch, charge, choke, blotch

Earlier on this tape, you were asked to place on the phonetic picture card an overlay on the picture of the witch and tch. Remove it and tell the children that the ch sound they heard at the end of a word looks like this (CAMERA TO CHART)(point to tch on the card). Because there are two ways to write a ch sound, we number the ch that begins words with a 1 and call it ch-one; we number the one that ends words with 2 and call it ch-two. Ch-two is called a consonant trigraph because it has three letters making one sound.

Write the following "helpers" on the chalkboard. (CAMERA TO BOARD)

ca --	ha --	ma --	ba --	la --
fe --	--	--		
pi --	di --	wi --		
no --	bo --			
du --	hu --			

Have the children say the foregoing "helpers". Then say a "helper" and add the ch sound (tch spelling). For example, say, "di--ditch". The child called on repeats "di--ditch" and writes tch after the "helper" di, slides his finger or a pointer under the word and says, "My word is ditch," and uses it in an oral sentence.

When tch has been written after each "helper", ask the children to notice what the trigraph tch follows. The generalization to be arrived at is that the ch-two (tch) follows the vowels ă, ĕ, ĭ, ŏ, ŭ and it is usually found on the end of a word (one-syllable word).

For the next activity, write a row of vowels on the chalkboard separating each with a bar. Dictate words ending in a tch spelling (ch-two). First say a "helper" and then a word incorporating that "helper". For example, say "ma--match". Have the child called on repeat "ma--match" and write the word "match" under the a vowel. Have the child slide his finger or a pointer under the word and say, "My word is match," and have him use the word in an oral sentence. Engage every child in this spelling activity.

The final activity in development of this lesson should result in a generalization which is as follows: We use ch-one (ch) at the beginning of words and after the letter n.

For the next instructional task, write the following five words on the chalkboard: (CAMERA TO BOARD)

chug
chop
chin
check
chat

Have the children pronounce these words. Then point out that they all begin the same way--with a ch-one (ch). The generalization then is, "We use a ch-one (ch) to begin words."

The preceding generalization will now be augmented to include words ending with nch.

Tell the children that you are going to say some words in which the ch sound follows the vowel sound and some words in which the ch sound does not follow the vowel sound. They are to raise a hand when they hear a word in which the ch does not follow a vowel sound. As they identify these words, you repeat the identified word and ask them to note what sound intervenes between the vowel sound and the ch sound. If these words are carefully articulated by you, the response will be that the n sound comes between the vowel sound and the ch sound.

Say the following sequences of words pausing slightly after the vowel sound in each word: (The colon in these words represents a brief pause.)

ca:tch, du:tch, ra:nch, no:tch, pi:nch
be:nch, ma:tch, lu:nch, fe:tch, pu:nch
pi:tch, bu:nch, pa:tch, hu:nch, hu:tch

Next, write the following pairs of words or the chalkboard:

catch	fetch	ditch	notch	dutch
ranch	bench	pinch	-----	lunch

Point to the first pair of words and ask the class to note what follows the vowel in the first word and what follows the vowel in the second word. Explain that because the letter n separates the vowel from the ch sound on the end, we use a ch-one rather than a ch-two (tch) in spelling these words. Have the class pronounce the pairs of words stressing the n sound in the second word of each pair.

Send two children to the chalkboard. Child 1 is to listen for and write words in which the ch sound (tch spelling) follows the vowel sound; child 2 will listen for and write words in which the sound n comes between the vowel sound and the ch sound. Before dictating words, elicit from the class the understanding that words in which the ch sound follows a vowel will be spelled with a ch-two (tch); words in which the sound n comes between the vowel sound and the ch sound will be spelled with a ch-one (ch).

Dictate the following words:

pitch, lunch, catch, hatch, pinch, bench, hunch, match
dutch, punch, hutch, notch, bunch, notch, ranch, patch

Related Activities

1. Writing the ch "helpers" and words incorporating these

"helpers".

2. Building the ch "helpers" and words incorporating these "helpers".
3. Writing and building words from the Dolch list, one or two each day.
4. Writing sentences from dictation structured so as to include words from the Dolch list, which have been studied, and words having known blends.
5. Writing poems or rhymes which provide a different contextual setting for many of the basic sight words.
6. Following directions, such as--Make a yellow chick. Make a toy chest. Make a patch on a sock. Make a bench. Make a bunch of balloons.
7. Riddles:

I am big.	dig		I am pretty.	bug	
I run.	big		I sing.	robin	
I am fat.	pig		I have a nest.	top	
Find my name.			Find my name.		

I can hop	cat	I say tick, tock.	cup
I have big ears.	rabbit	I have a little hand	clock
I have a little tail.	dog	and a big hand.	top
What am I?		I have numbers up to 12	
		What am I?	

8. Comprehension:

Find two things that can see.	rabbit rock man sled
Find two animals.	cab cat pony pot
Find two things to ride.	can car house horse
Find two things that have legs.	fish cat lamp hen

9. Unlocking two-syllable words such as hatchet, kitchen, checker, pitcher.
10. Workbook pages.
11. The Wheel of Chance game.

End of Tape 18

Tape 19

The Consonant Sounds h and l

This tape will concern itself with the two consonant sounds, h and l and in that order.

The consonant sound h is classified (refer to consonant chart) (CAMERA TO CHART) as a fricative. Fricatives are sounds produced when the breath stream is forced through a restricted area. In producing the h sound, the shape of the oral cavity varies depending on the vowel which immediately follows. The easiest way to describe the production of the sound h is to just open your mouth

and sigh.

The consonant sound l is classified (refer to the consonant chart)(CAMERA TO CHART) as a semi-vowel and is produced with relatively little friction. The tongue position for the sound l is the same as for t and d. However, when t and d are articulated, the tongue tip which touches the upper teeth ridge is suddenly lowered. For the sound l, the tongue tip remains in contact with the upper teeth ridge blocking the air passage and the sound is emitted laterally over the sides of the tongue. The sound l is one of the ten most misarticulated sounds.

To introduce the h sound, read the motivational story, How the Hula-Hula Helped Hannibal.

Horatio, one of Alexander's friends, has a hare--that's a rabbit, you know--named Hannibal. Just as Horatio and Alexander were good friends, so were Hannibal and Gabby.

One day when Horatio and Hannibal were visiting Alexander and Gabby, Gabby suggested to Hannibal, "How about a hopscotch game, Hannibal?"

"Hurray!" said Alexander. "You can say words that begin with the h sound."

Hannibal, who was a very humble animal--that means he was meek and courteous--waited until Alexander was finished talking and then said in a hoarse whisper, "Hubba, hubba," and that, in rabbit talk, means "O. K., I'll play hopscotch."

But this time "Hubba, hubba" didn't mean "O. K., I'll play hopscotch." Humble Hannibal had a horrible attack of hiccups!

Alexander said, "Hannibal, why don't you hold your breath while I count to one hundred?"

"Heavens," said Horatio. His heart will stop beating if he holds his breath that long."

"Well," said Alexander, "then I'll count to one hundred by fives."

Hannibal held his breath until Alexander counted to one hundred by fives, but the hiccups did not stop.

Then Gabby had a suggestion. He said, "Hannibal, try humming. That might help."

So Hannibal hummed and he hummed. He sounded like an angry hornet or maybe a huge bottle-green horsefly.

Humming didn't help to stop Hannibal's hiccups. Gabby had

one other idea which he whispered in Alexander's ear. This is what he whispered in Alexander's ear: "Why don't I try scaring Hannibal? That might help get rid of the hiccups."

So Gabby flew behind Hannibal and hooted a horrible hair-raising, "Hoo! Hoo!" But that didn't help either.

"I'm afraid we'll have to take Hannibal to a hospital," said Horatio.

"Why don't we try music?" asked Gabby. "That might help Hannibal's hiccups."

"That's a humdinger of an idea," said Alexander. "I'll get your harmonica, Gabby. Play a Hawaiian song."

When Gabby got his harmonica, he played a Hawaiian song called "Hoola, Hoola, Hickey, Hickey Doola."

When Hannibal heard the Hawaiian music, he lifted his hairy ears, stood up on his hind legs, and started to do a Hula-Hula dance! He moved his front paws and his hips, too, in a way that told a story.

Well, it wasn't long before the hiccups disappeared. To be sure that the hiccups didn't return, they gave Hannibal a heart-shaped candy to suck on. Instead of sucking on the heart-shaped candy, Hannibal stopped to read the little message on it. It said, "You are my hero." Do you know what Hannibal did with the candy? No, he didn't suck on it. He gave it to Gabby and he gave him a hearty hug, too!

Do you think Gabby ate it? Of course not. He wore it strung around his neck until the message wore off. Do you think Gabby ever had trouble saying words that began with a h sound? No, never, never, never!

Today we are going to listen for words that begin with a sound that Gabby could say. What sound could Gabby say? (Response: h) Yes, the sound was h.

Close your eyes for the first part of this game and carefully listen for words that begin with the h sound. When I say a word that does not begin with the h sound, raise your hand. Ready?

First sequence of words (Children give hand signal when they hear foil word FAST)(CAMERA TO CLASS)

horse, hair, hand, haul, here, hazel, FAST, hard, hive

Second sequence of words (Children give hand signal when they hear foil word THING)

horse, hole, hot, heel, haste, horn, head, THING, ham, hush

Third sequence of words (Children give hand signal when they hear foil word SAND)

horse, hat, heavy, hurry, heart, SAND, how, have, hunt

Open your eyes for the next part of our listening game. Watch my lips as I say words and repeat every h word I say. When I say a word that does not begin with the h sound, put your finger over your lips and do not say it. (CAMERA TO CLASS)

First sequence of words (Children remain silent when they hear foil word FEATHER)

horse, hawk, heat, home, huge, FEATHER, hammer, hook, hunch

Second sequence of words (Children remain silent when they hear foil word STAR)

horse, hold, hike, him, happy, half, STAR, hoe, hitch

Third sequence of words (Children remain silent when they hear foil word THUMB)

horse, help, hose, hide, haunt, herd, hum, THUMB, hiccup, handle

Show the phonetic picture for h and say the following: Here is a picture of something the name of which begins with the h sound. What is it? (Response: A horse) The beginning sound of this picture name will help you remember that each of these letters (CAMERA TO BOARD)(point to upper and lower case h letters) stands for the h sound.

Write the letter n and the letter h demonstrating that the movement involved in writing both letters is exactly the same but the beginning stroke in the letter h is "taller". Have the children trace the letter h on the chalkboard. Every child should participate in this writing activity.

The blending of the sound h will be deferred to a later segment of this tape. The sound of the letter l will now be presented.

To introduce the l sound, read the motivational story, Lightning Bugs Lick Gabby.

One day, following a very bad thunder and lightning storm, Gabby decided to do something about storms like these.

All day long, as he licked a licorice lollipop, he thought and thought.

At lunch time, Alexander said, "Well, lounge lizard, tell me what's on your mind."

"Tonight," said Gabby, "I'm going to use a lariat to wasso wightning bugs on the back lawn by lunar light." That means by the light of the moon.

Alexander laughed and laughed long and loud. "Imagine," he said, "wassoing wightning bugs! You mean lassoing lightning bugs! If you can say some words correctly that begin with the sound l, you certainly should be able to say the words lasso and lightning. Now tell me, why do you want to lasso lightning bugs?"

Gabby said, "The wightning wast night leaped here, there, everywhere and frightened me so that I slept with my wings wapped over my head. So--I thought if I could catch loads and loads of wightning bugs there wouldn't be enough wightning bugs left to make the next wightning storm so scary."

"There you go again making mistakes," said Alexander. "Don't say 'wast' night and you didn't 'wap' your wings over your head. Say 'last' night and your wings were 'lapped' over your head."

Alexander thought lassoing lightning bugs was a looney idea but he didn't say so out loud. He thought to himself, "Gabby has a lesson to learn about lightning and lightning bugs. Lightning bugs have nothing, absolutely nothing, to do with lightning we see during storms."

"Good luck on your lassoing," Alexander said to Gabby. "I'm on my way to the library for books on lady bugs, leopards, and lizards." And then he left.

That night Gabby tried to lasso lightning bugs. Finally Alexander called out to him, "Come in Gabby. We're having something you like. Use that lariat on a glass of lemonade and have yourself a handful of lady fingers."

Do you think Gabby ever learned that lightning bugs are not responsible for the lightning in the sky? Of course not! Do you think Gabby ever learned to say the words lasso, lightning, last, and lapped correctly? No, never, never, never!

The sound we will listen for today is the one Gabby sometimes could not say at the beginning of words and then again there were some words which he started with the wrong sound. What sound was this? (Response: The sound l)

Today we are going to listen for words that begin with the l sound. Close your eyes for the first part of this game and carefully listen for words that begin with the l sound. When I say a word that does not begin with the l sound, raise your hand.

First sequence of words (Children give hand signal when they hear foil word WIGGLE)(CAMERA TO CLASS)

lion, lamb, lake, left, look, lilac, WIGGLE, loaf, list

Second sequence of words (Children give the hand signal when they hear foil word RABBIT)

lion, laugh, lace, low, light, lead, lean, RABBIT, lazy, level

Third sequence of words (Children give hand signal when they hear foil word WIRE)

lion, leather, Lima, lay, leg, WIRE, land, lime

Open your eyes for the next part of our listening game. Watch my lips as I say words that begin with the sound l. When I say a word that does not begin with the l sound, put your finger over your lips and do not say it. (CAMERA TO CLASS)

First sequence of words (Children remain silent when they hear foil word WOLF)

lion, lemon, lost, loud, lap, WOLF, leaf, lunar

Second sequence of words (Children remain silent when they hear foil word THISTLE)

lion, leap, little, lettuce, life, letter, THISTLE, lotto, luck

Third sequence of words (Children remain silent when they hear foil word WOBBLE)

lion, learn, lumber, lodge, linen, WOBBLE, lock, lizard

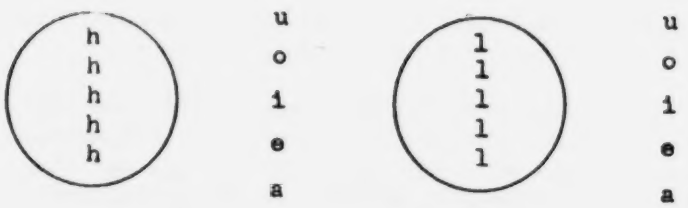
Show the phonetic picture card for l and say the following: (CAMERA TO CARD) Here is a picture of something the name of which begins with the l sound. What is it? (Response: A lion) The beginning sound of this picture name will help you remember that each of these letters (point to the upper and lower case letters) stands for the l sound.

Demonstrate on the chalkboard the correct movement to employ in writing the letter l. Have the children trace the letter l in the air. Then have the children go in groups of three or four to the chalkboard to write the letter l. Have every child participate in this writing activity

The Formation of h and l Blends (Helpers)

Step 1. Draw on the chalkboard two circles representing moons. In one moon write a column of five h letters; in the other moon write a column of five l letters. To the right of each moon write a column of vowels. The arrangement on the chalkboard looks like

this:

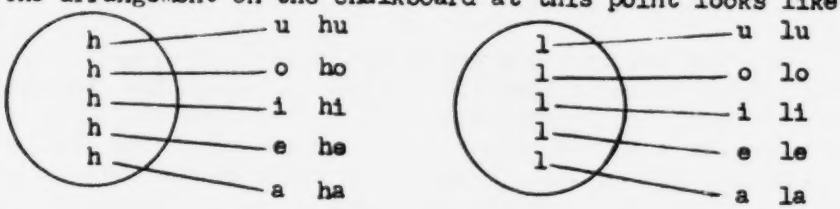


Draw a chalkline from each h letter to a vowel as the children blend h with ă, ĕ, ĭ, ŏ, ŭ. As each lunar module links up with a command module, write the resultant blend to the right of the vowel. The blends, ha, he, hi, ho, hu are to be referred to as the h "helpers".

In the interest of saving time, and before proceeding to Step 2, the consonant sound l will be blended with each vowel to form l "helpers".

Draw a chalkline from each l letter to a vowel as the children blend the sound l with ă, ĕ, ĭ, ŏ, ŭ. As each l lunar module is linked up with a command module (vowel), write the resultant blend to the right of the vowel. The blends la, le, li, lo, lu are to be referred to as the l "helpers".

The arrangement on the chalkboard at this point looks like this:



Step 2. Erase the moon, with the lunar modules, and the column of vowels leaving just the h "helpers" on the chalkboard. In this step, the children will be asked to listen for the vowel as you say the h helpers in random order. The child called on is to identify the vowel saying, "I hear ___ (ă, ĕ, ĭ, ŏ, ŭ). He then locates the blend on the chalkboard, slides his finger or pointer under the "helper" and says, "The 'helper' is ___ (ha, he, hi, ho, hu)." Be sure to have each child participate in this activity.

Erase the moon with the l lunar modules and the vowels leaving just the l "helpers". Remind the children to listen for the vowels as you say the l "helpers" in random order. The child called on identifies the vowel by saying, "I hear ___ (ă, ĕ, ĭ, ŏ, ŭ). He then locates the blend on the chalkboard, slides his finger or a pointer under it and says, "The helper is ___ (la, le, li, lo, lu)." Have each child participate in this activity.

Step 3. In this step, final consonants are added to the h and l "helpers" to form words.

Write the consonant letters which have been presented so far

on the chalkboard and tell the class that these letters will be the splash down points for the h and l "helpers".

From these consonant letters, select the ones that can be added to form three- and four-letter words. For example, nt may be added to hu, hi; nd to ha; m to ha, he, hi, hu; etc. Before you add the final consonant letters to the h "helpers", have the children identify the space ships ("helpers") and the splash down points. Then ask individual children to bring down a h "helper". After "splashdown", the child says, "My word is ____." Have the child use the word in an oral sentence.

Use the procedure just described for the h "helpers" to bring down the l "helpers" to splash down points. Select from the consonant letters presented thus far, appropriate consonant letters to form three- and four-letter words. For example, ck may be added to la, li, lo, lu; st to la, li, lo; p to la, li, lo; etc. Before asking individual children to bring down a space ship, ask the children to identify each space ship and its splashdown point. After splashdown, the child called on says, "My word is ___." Have the child use the word in an oral sentence. Every child should participate in this activity.

Step 4. Write the vowels in a row on the chalkboard separating each with a bar, thusly: a | e | i | o | u

Tell the children you are going to say h "helpers". The child called on is to identify the vowel, repeat the "helper" and write it under the appropriate vowel. Then have the child slide his finger or a pointer under the blend and say, "The 'helper' is ___ (ha, he, hi, ho, hu)." Have each child participate in this activity. Use the procedure described above to form words beginning with the l helpers (la, le, li, lo, lu).

Step 5. Write the vowels in a row on the chalkboard separating each with a bar. Dictate a h "helper" and a word incorporating that "helper". For example, say ho--hop. The child called on repeats ho--hop and writes just the word under the appropriate vowel. He then slides his finger or a pointer under the word and says, "My word is hop," and uses it in an oral sentence. Each child should participate in this spelling activity.

Write the vowels in a row on the chalkboard separating each with a bar. Dictate an l "helper" and a word incorporating that "helper". For example, say li--lift. The child repeats li--lift and writes the word lift under the i vowel. He then slides his finger or a pointer under the word and says, "My word is lift," and uses it in an oral sentence. Have each child participate in this spelling activity.

Related Activities

1. Writing the h "helpers" and the l "helpers".

2. Building the h "helpers" and the l "helpers".
3. Writing and building words from the Dolch list, one or two each day, which you anticipate will be useful in sentence writing.
4. Chalkboard exercise dictating sentences using h "helpers" and l "helpers".
5. Writing poetry.
6. Workbook pages.

End of Tape 19

Tape 20

The Consonant Sound j and Spelling Variants ge and dge

The sound of the letter j is classified (point to the chart) (CAMERA TO CHART) as a fricative. It is a voiced sound consisting of two sounds--d and zh, blended together. The sound j is a consonantal diphthong. A consonantal diphthong consists of two consonants blended in rapid succession.

To introduce the consonant sound j, read the motivational story, Jumbled Jargon.

People have birthdays and so do birds. Well, you can just guess who had a birthday. Gabby, of course. It was a January birthday.

Alexander gave Gabby a Jack-in-the-box, a jigsaw puzzle, jeweled bands for his legs, and a game of jackstraws.

Gabby liked the Jack-in-the-box, but every time Jack jumped up, Gabby would give him a judo jab in the jaw. It wasn't long before jolly Jack looked pretty jaded--that means he looked pretty beaten up.

Gabby said, "Chack looks pretty shabby."

"You mean 'Jack looks pretty shabby'," said Alexander. "You changed the beginning sound in Jack's name to the whispered sound ch. Jack's name begins with the voice sound, J."

When Alexander played jackstraws with Gabby, there was trouble. Gabby began to jiggle the table.

Alexander said, "Gabby, stop jiggling the table!"

"I'm not chiggling the table," replied Gabby. "I was just feeling around for the piece of gum I put under the table in Chune. Or was it Chuly? I'm tired playing chackstraws. Let's work out the chigsaw puzzle. Will you choin me, Alexander?"

"It's a good thing I understand what you mean when you say words like chackstraws, chigsaw, choin, Chune, and Chuly. Yes, I'll join you in putting the jigsaw puzzle together."

So Gabby threw the jigsaw pieces on the floor in a jumble. Every time Alexander figured out one part of the jigsaw puzzle, Gabby would take the pieces away that he thought fitted elsewhere.

Alexander said, "You are a chinx, Gabby. I could have this chigsaw puzzle figured out in a chiffy if you'd stop hichacking my puzzle pieces."

Gabby looked at Alexander in surprise and couldn't say a word--which is very unusual for Gabby. Do you know why?

Gabby knew that Alexander made some mistakes saying the words jinx, jigsaw, jiffy, and hijacking, but he couldn't help Alexander say them correctly. Do you think Gabby could correctly say words that begin with the j sound? No, never, never, never!

In today's story both Gabby and Alexander could not make a certain sound. What was the sound? (Response: The sound j)

We are going to listen for words that begin with the j sound. Close your eyes for the first part of this listening game. When you hear me say a word that does not begin with the j sound, raise your hand. Ready? (CAMERA TO CLASS)

First sequence of words (Children give hand signal when they hear foil word CHOP)

jug, just, jam, jog, jade, joy, CHOP, join, jeep

Second sequence of words (Children give hand signal when they hear foil word CHECK)

jug, jolly, jelly, job, jewel, CHECK, janitor, jersey

Third sequence of words (Children give hand signal when they hear foil word CHICK)

jug, jig, junk, jazz, jack, jay, jerk, CHICK, June, jail

The next part of our listening game is played with our eyes open. Watch my lips as I say words that begin with the j sound. Repeat every j word I say. When I say a word that does not begin with the sound j, put your finger over your lips and do not say it.

First sequence of words (Children remain silent when they hear foil word CHIN)(CAMERA TO CLASS)

jug, joke, judo, jar, jockey, jaguar, CHIN, jest, jiffy

Second sequence of words (Children remain silent when they hear foil word CHIP)

jug, judge, July, jowl, josh, CHIP, Joe, jingle

Third sequence of words (Children remain silent when they hear foil word CHATTER)

jug, Jenny, jet, jealous, junior, juice, CHATTER, jacket, jamboree

Show the phonetic picture card for j. (CAMERA TO CARD) Say the following: Here is a picture of something the name of which begins with the j sound. What is it? (Response: A jug) Yes, it is a jug. The beginning sound of this picture name will help you remember that each of these letters (point to the upper and lower case j letters)(CAMERA TO CHART) stands for the j sound.

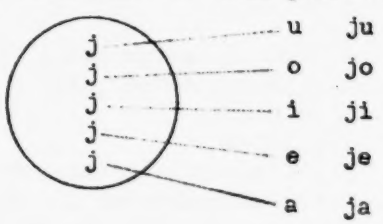
This is how we write the j letter. (Demonstrate on the chalkboard the correct movement to employ in writing the j letter.) (CAMERA TO BOARD) Have the children practice tracing the j letter in the air before sending them in groups of three or four to the chalkboard to write it.

The Formation of Pronouncing Units

Step 1. Draw on the chalkboard a circle representing the moon. In the moon write a column of five j letters. To the right of the moon, write a column of vowels. The arrangement on the chalkboard looks like this:

Draw a chalkline from each j letter to a vowel as the children blend j with ă, ĕ, ĭ, ŏ, ŭ. As each j module links up with a command module, write the resultant blend to the right of the vowel. The blends ja, je, ji, jo, ju are referred to as the j "helpers".

The arrangement on the chalkboard at this point looks like this:



Step 2. Erase the moon with the j lunar modules, and the column of vowels leaving just the j "helpers" on the chalkboard. In this step, the children will be asked to listen for the vowels as you say the j "helpers" in random order. The child called on is to identify the vowel saying, "I hear ___ (ă, ĕ, ĭ, ŏ, ŭ). He then locates the blend on the chalkboard, slides his finger under the "helper" and says, "The 'helper' is ___ (ja, je, ji, jo, ju)." Be sure to have each child participate in this activity.

Step 3. In this step, final consonants are added to the j "helpers" to form words.

Write the consonant letters which have been presented so far on the chalkboard and tell the class that these letters will be the splashdown points for the j "helpers".

From these consonant letters, select the ones that can be added to form three- and four-letter words. For example, ll may be added to je, ji; g to jo, ju; m to ja, ji, etc. Have the children identify the space ships ("helpers") which are going to splash down and have them identify the splash down points, then ask individual children to bring down a j "helper". After "splashdown", the child says, "My word is ____." Have the child use the word in an oral sentence.

Step 4. Write the vowels in a row on the chalkboard separating each with a bar, thusly: a | e | i | o | u

Tell the children you are going to say j "helpers". The child called on is to identify the vowel, repeat the "helper" and write it under the appropriate vowel. Then have the child slide his finger or a pointer under the blend and say, "The 'helper' is ___ (ja, je, ji, jo, ju)." Have each child participate in this activity.

Step 5. Write the vowels in a row on the chalkboard separating each with a bar. Dictate a j "helper" and a word incorporating that "helper". For example, say ju--jump. The child called on repeats ju--jump, and writes just the word under the appropriate vowel. He then slides his finger or a pointer under the word and says, "My word is jump," and uses it in an oral sentence. Each child should participate in this spelling activity.

Related Activities

1. Writing the j letter and j "helpers".
2. Building the j letters and j "helpers".
3. Workbook pages.
4. Writing poems.
5. Writing and building the Dolch words.
6. Dictation of sentences incorporating the Dolch words studied thus far and the words having j "helpers".
7. Unlocking compound words and two-syllable root words such

as, jackpot, jacket, Japan, jellyfish, jigsaw, junkman, etc.

8. The Wheel of Chance game.

Further along in the CAME program the spelling variants for the j sound come up for consideration. To introduce the spelling variants ge, as in cage and hinge, and dge, as in bridge, say the following: I am going to say some words and I want you to listen carefully to the sound you hear on the end of each word.

Sequences to say:

cage, age, page, stage, sage, rage, wage
hinge, cringe, tinge, range, strange, lunge, plunge
bridge, badge, ridge, hedge, edge, ledge, dredge, pledge, Madge, trudge, budge, smudge

After you say each sequence of words, the response from the children will be that each of the words ends with a j sound.

Write the words listed below on the chalkboard in the following manner:

1	2	3	4	5
cage	hinge	range	bridge	pledge
age	cringe	strange	badge	Madge
page	tinge	mange	ridge	trudge
stage	lunge		hedge	budge
wage	plunge		edge	smudge
sage			ledge	
rage			dredge	

At this point in time the children will have had long vowels. Underline the ge and dge in each of the columns above and tell the children that these two spellings represent the j sound they heard at the end of words.

Three spelling generalizations should be arrived at. Guide the children in arriving at these understandings:

Generalization 1 A g-e spelling follows directly after a long vowel sound. The words in column 1 illustrate this.

Generalization 2 The g-e spelling follows the letter n and the vowel may be either short or long. The words in columns 2 and 3 illustrate this.

Generalization 3 The d-g-e spelling follows directly after a short vowel sound. The words in the last two columns illustrate this.

Dictate words to be written on the chalkboard to further reinforce the above three generalizations. Send three children to the chalkboard. Child number one listens for and writes words in which a long vowel will be followed by a g-e spelling; child number

two will listen for and write words in which the vowel is either short or long, followed by the letter n and the g-e spelling; and child number three will listen for and write words in which the vowel is short followed by the d-g-e spelling.

End of Tape 20

Tape 21

The Consonant Sound wh and w

On your chart, wh and w are classified as glides. Glides, as you know, are closely related to vowels. Wh is the voiceless correlative of w. In articulating wh, first assume the position for the consonant h since wh is sounded as hw. The consonant w initiates, joins, and terminates vowels as in the words wag, blowing, show. W is often substituted for its voiceless correlative wh. At the present time it's an open question as to whether the substitution may be regarded as an error.

To introduce the consonant sounds wh and w, read the motivational story, A Worm Turns--Gabby into a Vegetarian.

Alexander's mother has a wisteria plant. It is in Alexander's bedroom in a window flower box. In this flower box lived a wiggly earthworm named Willy-Nilly. Alexander gave him that name because he was always wiggling out of his flower box home.

Whenever Gabby watered the wisteria plant, Willy-Nilly would waste no time wiggling his way out of the flower box. You see, Willy-Nilly didn't like to wallow in water. He didn't even like to wade in it.

Alexander often found him wiggling on the floor. "Where in the world are you going?" asked Alexander.

Willy-Nilly didn't have any eyes so he didn't know where he was going. And he didn't have a mouth like Alexander or Gabby so he couldn't answer.

Gabby who, as always, was listening and watching said, "I know why he wiggles out of that wisteria flower box."

"Why do you always have to whistle everytime you say a 'wh' word," asked Alexander.

Gabby answered, "Well, my voice box makes a whistling sound when I say words like whisper, whittle, wheeze, wheel, white."

"I'm waiting to hear why Willy-Nilly wiggles out of the wisteria flower box," said Alexander.

Gabby answered, "Willy-Nilly is a worry worm. He doesn't

want to live here because I live here."

"I can see why Willy-Nilly worries," answered Alexander. "After the time you wounded him chopping some of his ninety-two rings from his tail. Lucky for Willy-Nilly, earthworms have the wonderful ability to grow new heads and tails."

"Ninety-two rings! I only whittled away a few," said Gabby. "After tasting Willy-Nilly, I've decided to be a vegetarian." That means Gabby decided to eat nothing but plants and things that grew on plants.

Do you think Gabby ever became a vegetarian? We're not sure about this. Do you think Gabby ever stopped whistling when he said words that began with a wh sound? No, never, never, never!

Gabby had no trouble making the sound w. What happened when he tried to say the sound wh? (Response: He whistled when he said a wh sound.)

We are going to listen for words that begin with the w sound. Close your eyes for this part of the game. I will say words that begin with the w sound. When I say a word that does not begin with the w sound, raise your hand. Ready? (CAMERA TO CLASS)

First sequence of words (Children give hand signal when they hear foil word WHEEL)

wagon, wash, walk, wafer, want, wept, WHEEL, west, web

Second sequence of words (Children give hand signal when they hear foil word WHALE)

wagon, water, waste, wife, wave, well, weave, WHALE, weigh, wind

Third sequence of words (Children give hand signal when they hear foil word WHIM)

wagon, weep, wink, wire, window, WHIM, willow, went

Open your eyes for this part of the game. Watch my lips as I say w words and repeat every word I say that begins with the w sound. When I say a word that does not begin with the w sound, put your finger over your lips and do not say it. (CAMERA TO CLASS)

First sequence of words (Children remain silent when they hear foil word WHISPER)

wagon, west, wide, wig, weather, WHISPER, wise, wish

Second sequence of words (Children remain silent when they hear foil word WHIMPER)

wagon, wait, wing, wild, walnut, WHIMPER, wear, woman

Third sequence of words (Children remain silent when they hear foil word WHISK)

wagon, wolf, word, wood, world, worry, WHISK, wobble, winner

Show the phonetic picture card for the w sound (CAMERA TO CARD) and say the following: Here is the picture of something the name of which begins with the w sound. What is it? (Response: Wagon) The beginning sound of this picture name will help you remember that each of these letters (point to the upper and lower case w letters)(CAMERA TO CHART) stands for the w sound.

This is how we write the letter w. (Demonstrate on the chalkboard the correct movement to employ in writing this letter.) (CAMERA TO BOARD) Have the children trace the w letter in the air and then call upon the children, two or three at a time, to write the letter w on the chalkboard.

Ordinarily the next step in the development of this lesson should be the Reinforcement and Maintenance Activities. However, these will follow immediately on this tape after the presentation of the lesson for the letter wh sound.

We are now going to listen for words that begin with the wh sound. Close your eyes for this part of the game. I will say words that begin with the wh sound. When I say a word that does not begin with the wh sound, raise your hand. Ready?

First sequence of words (Children give hand signal when they hear foil word WEST)(CAMERA TO CLASS)

whip, whether, where, wheat, whittle, white, WEST, wheel, what

Second sequence of words (Children give hand signal when they hear foil word WALK)

whip, whisk, whiz, while, whale, whisper, WALK, when, wheeze

Third sequence of words (Children give hand signal when they hear foil word WAIST)

whip, whistle, whim, whinny, whine, WAIST, which, whack

Open your eyes for this part of the listening game. Watch my lips as I say wh words and repeat every word I say that begins with the wh sound. When I say a word that does not begin with the wh sound, put your finger over your lips and do not say it.

First sequence of words (Children remain silent when they hear foil word WATCH)(CAMERA TO CLASS)

whip, whistle, which, where, whale, wheeze, WATCH, wheat, wheel

Second sequence of words (Children remain silent when they hear foil word WALL)

whip, white, what, whim, whiz, WALL, when, while

Third sequence of words (Children remain silent when they hear foil word WINTER)

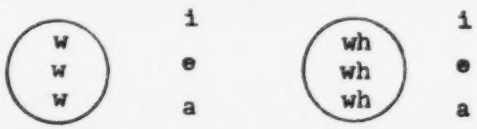
whip, whinny, what, whine, whisper, whisk, WINTER, whack, wheedle

Show the phonetic picture card for the wh sound and say the following: (CAMERA TO CLASS) Here is the picture of something the name of which begins with the wh sound. What is it? (Response: A whip) The beginning sound of this picture name will help you remember that each of these teams of letters (point to the upper and lower case wh letters)(CAMERA TO CHART) stands for the wh sound.

This is how we write the wh digraph. (Before writing this team of letters, wh, point up the fact that they know how to write both of the letters, but when these two letters (write w and h together) appear together, they, as a team make a sound which is unlike that of either w or h.) Have the children trace a w and an h in the air and then call upon the children, two or three at a time, to write the letters wh on the chalkboard.

Blending w and wh to form blends ("helpers")

Step 1. Draw on the chalkboard two circles representing moons. In one moon write a column of three w letters, and in the other write three wh digraphs. To the right of each moon write a column of three vowels. The arrangement on the chalkboard looks like this:

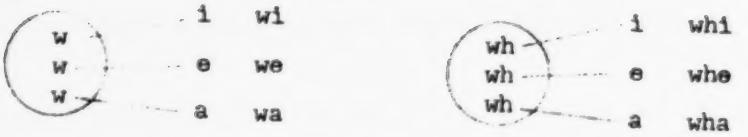


Draw a chalkline from each w letter to a vowel as the children blend w with ă, ĕ, ĭ. As each w module links up with a command module, write the resultant blend to the right of the vowel. The blends, wa, we, wi are referred to as the w "helpers".

Draw a chalkline from each wh digraph to a vowel as the children blend the sound wh with ă, ĕ, ĭ. As each wh lunar module links up with a command module (vowel), write the resultant blend to the right of the vowel. The blends wha, whe, whi are referred to as the wh "helpers".

The arrangement on the chalkboard at this point looks like

this:



Step 2. Erase the moon with the w lunar module and the column of vowels, leaving just the w "helpers" on the chalkboard. In this step, the children will be asked to listen for the vowel as you say a w "helper" in random order. The child called on is to identify the vowel saying: "I hear ___ (ă,ĕ,ĭ)." He then locates the w "helper" on the chalkboard, slides his finger or a pointer under it and says, "The 'helper' is ___ (wa, we, wi)." Have every child participate in this activity.

Erase the moon with the wh lunar modules and the vowels leaving just the wh "helpers". Remind the children to listen for the vowels as you say the wh "helpers" in random order. The child called on identifies the vowel by saying, "I hear ___ (ă, ĕ, ĭ)." He then locates the blend on the chalkboard, slides his finger or a pointer under it and says, "The 'helper' is ___ (wha, whe, whi)." Have each child participate in this activity.

Step 3. In this step, final consonants are added to the w and wh "helpers" to form words.

Write the consonant letters which have been presented so far on the chalkboard and tell the class that these letters will be the splash down points for the w and wh "helpers".

From these consonant letters, select the ones that can be added to form three- and four-letter words. For example, ll may be added to we, wi; g to wa, wi; t to we, wi, etc. As you add the final consonant letters to the w "helpers", have the children identify the space ships ("helpers") which are going to splash down, and have them identify the splash down points. Then ask individual children to bring down a w "helper". After "splashdown", the child says, "My word is ____." Have the child use the word in an oral sentence.

Use the procedure just described to the wh "helpers" to bring them down to splashdown points. Select from the consonant letters presented thus far, appropriate consonant letters to form three- and four-letter words. For example, p may be added to whi; sk to whi; n to whe; etc. Before asking individual children to bring down a space ship, ask the children to identify each space ship and its splashdown point. After splashdown, the child called on says, "My word is ____." Have the child use the word in an oral sentence. Every child should participate in this activity.

Step 4. Write the vowels in a row on the chalkboard separating each with a bar, thusly: a | e | i | o | u

Tell the children you are going to say w "helpers". The

child called on is to identify the vowel, repeat the "helper" and write it under the appropriate vowel. Then have the child slide his finger or a pointer under the blend and say, "The 'helper' is ___ (wa, we, wi)."

The same procedure for dictating and writing the w "helpers" will be used for dictating and writing the wh "helpers".

Say a wh "helper", have a child called on identify the vowel, repeat the "helper" and write it in the appropriate column. The child then slides his finger or a pointer under the wh "helper" and says, "My 'helper' is ___ (wha, whe, whi)." Have each child participate in this activity.

Step 5. Write the vowels in a row on the chalkboard separating each with a bar. Dictate a w "helper" and a word incorporating that "helper". For example, say wa--wag. The child called on repeats wa--wag, and writes just the word under the appropriate vowel. He then slides his finger or a pointer under the word and says, "My word is wag," and uses it in an oral sentence. Each child should participate in this spelling activity.

The procedure for spelling words beginning with wha, whe, whi is the same as described for the w "helpers".

Write the vowels in a row on the chalkboard separating each with a bar. Dictate a wh "helper" and a word incorporating that "helper". For example, say whi--whip. The child called on repeats whi--whip and writes the word whip under the I vowel. He then slides his finger or a pointer under the word and says, "My word is whip," and uses it in an oral sentence. Have each child participate in this spelling activity.

Related Activities

1. Writing the consonant letters w and wh. Writing the w "helpers" and wh "helpers".
2. Building the w "helpers" and the wh "helpers".
3. Writing and building words from the Dolch list, one or two each day, which you anticipate will be useful in writing sentences.
4. Chalkboard exercises dictating sentences using the w and wh "helpers".
5. Writing poetry which provides a different contextual setting for many of the Dolch basic sight words.
6. Workbook pages.

The Letter q.

In the English language, q (Note: This is the letter which follows p in the alphabet.) followed by u has two sounds previously introduced, namely the sounds of k and w.

To introduce the qu spelling variant of the sounds kw,

conduct an auditory exercise such as this: Instruct the children to close their eyes to listen for the beginning sounds in the words you will say. (The expected response: kw) No foil word need be included. Say the following sequence of words:

Sequence 1 queen, quack, quake, quarrel, quarry
Sequence 2 queen, quart, quarter, quarrel, quick
Sequence 3 queen, quilt, quill, quit, quiver
Sequence 4 queen, quiz, quote, quota, quotation

After the children have identified the sounds as being kw, and only after they have successfully done this, have a child write on the chalkboard the letters for the sounds he heard at the beginning of the words you said. The child may write cw or kw. Accept this and commend the child for his response.

Then show the picture card for qu--a queen--and tell the children that whenever words begin with a k sound immediately followed by a w sound, we use the letters shown beside the picture of the queen--q-u.

You may, if you think necessary, blend qu with the vowels a, e, i to form the qu "helpers". Follow through the five steps outlined for previous blending lessons.

End of Tape 21

Tape 22

The Consonant Sound y and Blends and the Consonant Sound ng

The subject of this tape will be the presentation of the consonant sounds y and ng.

The voiced consonant sound y (point to chart)(CAMERA TO CHART) is classified as a glide. The production of this sound is similar to that of long ē. The middle of the tongue is arched toward the gum ridge of the upper front teeth and the lips are retracted laterally.

The letter y functions both as a consonant or a vowel. When the letter y begins a word, it stands for the consonant sound. When the letter y occurs in a final position, it stands for a vowel sound. As a vowel it has either the short or long sound of the vowel i. When y is the only vowel in a word, as in the word my, y has the long sound of ī. When y occurs in the unaccented syllable or is the unaccented syllable, as in the words funny and windy, y has the short sound of ĭ.

So far we have had the two nasal sounds m and n. Ng is the third and last nasal sound to be presented. The ng sound is produced with the tip of the tongue placed against the lower teeth

ridge with the back of the tongue touching the soft palate. This tongue position is maintained and the sound is emitted nasally.

To introduce the consonant sound y, read the motivational story, Y's Words (Y's is pronounced as Wise).

Gabby was always talkative, but on this particular day he was especially so.

Alexander said, "Stop your ya-ta-ta, ya-ta-ta or I'll yank your tail." Alexander just said he'd yank Gabby's tail, but he never, never would do it.

Gabby said, "I don't remember saying 'ya-ta-ta', 'ya-ta-ta'."

"You know what I mean," said Alexander.

And he was right. Gabby did know what Alexander meant. So he stopped talking, but he began to yodel. As he yodeled the Yankee Doodle song he bounced up and down like a yo-yo. You see, he was pretending he was Yankee Doodle.

Yankee Doodle went to town
Riding his favorite yak
With a yellow daisy in his cap
He said, "I'd rather ride Amtrack!

"A Yak! You know Yankee Doodle rode a pony!" said Alexander.

Gabby answered, "Well, I find that saying words like Yankee, yak, and yellow presses my tongue up against the roof of my mouth and it helps to scrape off the peanut butter that's stuck there."

Alexander said, "So you've had a yen for peanut butter again. Yesterday you got into the yogurt. I suppose you'll have nightmares tonight and your yelling will wake up the whole neighborhood."

And sure enough that night Gabby did have a couple of nightmares and he did disturb the neighbors.

Do you think that saying words that begin with a y sound helps to get peanut butter unstuck from the roof of your mouth? Maybe. Do you think Gabby ever stopped eating peanut butter and yogurt on the sly? No, never, never, never!

In the story I read today, Gabby said words such as Yankee, yak, and yellow that begin with a sound that helped scrape the peanut butter from the roof of his mouth. What sound was this? (Response: The sound was y.) Yes, the words began with a y sound.

For the first part of our game we will close our eyes and listen for words that begin with the y sound. When I say a word that does not begin with the y sound, raise your hand. Ready?

First sequence of words (Children give hand signal when they hear foil word EASTER)(CAMERA TO CLASS)

yarn, yoke, yank, yodel, yes, yard, EASTER, young, year

Second sequence of words (Children give hand signal when they hear foil word EAGLE)

yarn, youth, yucca, yield, yam, EAGLE, yolk, you

Third sequence of words (Children give hand signal when they hear foil word EQUAL)

yarn, yet, yeast, yak, your, yellow, yesterday, EQUAL, yen, yell

Open your eyes for the next part of our listening game. Watch my lips as I say words and repeat every y word I say. When I say a word that does not begin with the y sound, put your finger over your lips and do not say it. (CAMERA TO CLASS)

First sequence of words (Children remain silent when they hear foil word ECLAIR)

yarn, yet, youth, yoke, yellow, yucca, ECLAIR, you, yak

Second sequence of words (Children remain silent when they hear foil word ECLIPSE)

yarn, your, yen, yield, year, yell, yeast, ECLIPSE, youth, yam

Third sequence of words (Children remain silent when they hear foil word EAGER)

yarn, yolk, Yankee, yodel, yon, yogurt, EAGER, young, yucca

Show the phonetic picture card for the y (CAMERA TO CARD) and say the following: Here is a picture of something the name of which begins with the y sound. What is it? (Response: A ball of yarn) The beginning sound of this picture name will help you remember that each of these letters (point to the upper and lower case y letters)(CAMERA TO BOARD) stands for the y sound.

Demonstrate on the chalkboard the correct movement to employ in writing the letter y. Have the children practice writing the y letter in the air and then have the children go to the chalkboard, in groups of three or four, to write the letter y.

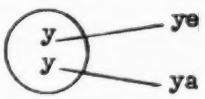
Formation of y Blends ("helpers")

Step 1. Draw on the chalkboard one circle representing a moon. In the moon write two y letters. To the right of the moon write

the vowels ă and ĕ. The arrangement on the chalkboard looks like this:

Draw a chalkline from each y letter to a vowel as the children blend y with ă, ĕ. As each y lunar module links up with a command module, write the resultant blend to the right of the vowel. The blends ya, ye are referred to as the y "helpers".

The arrangement on the chalkboard at this point looks like this:



Step 2. Erase the moon with the y lunar module and the column of vowels, leaving just the y "helpers" on the chalkboard. In this step, the children will be asked to listen for the vowel as you say the y "helpers" in random order. The child called on is to identify the vowel saying, "I hear ___ (ă, ĕ)." He then locates the blend on the chalkboard, slides his finger or a pointer under it and says, "The 'helper' is ___ (ya, ye)." Have each child participate in this activity.

Step 3. In this step, final consonants are added to the y "helpers" to form words.

Write the consonant letters which have been presented so far on the chalkboard and tell the class that these letters will be the splash down points for the y "helpers".

From these consonant letters, select the ones that can be added to form three- and four-letter words. For example, ll and lp may be added to ye; s and t to ye; k and m to ya, etc. As you add the final consonant letters to the y "helpers", have the children identify the space ships ("helpers") which are going to splash down and have them identify the splash down points. Then ask individual children to bring down a y "helper". After "splash-down", the child says, "My word is ____." Have the child use the word in an oral sentence. Have every child participate in this activity.

Step 4. Write the vowels in a row on the chalkboard separating each with a bar, thusly: a | e | i | o | u

Tell the children you are going to say y "helpers". The child called on is to identify the vowel, repeat the "helper" and write it under the appropriate vowel. Then have the child slide his finger or a pointer under the blend and say, "The 'helper' is ____ (ya, ye)." Have each child participate in this activity.

Step 5. Write the vowels in a row on the chalkboard separating

each with a bar. Dictate a y "helper" and a word incorporating that "helper". For example, say ye--yes. The child called on repeats ye--yes, and writes just the word under the appropriate vowel. He then slides his finger or a pointer under the word and says, "My word is yes," and uses it in an oral sentence. Each child should participate in this spelling activity.

Related Activities

1. Writing the y blends.
2. Building the y blends.
3. Writing and building words from the Dolch basic sight vocabulary list.
4. Writing poems.
5. Dictation of sentences using words with known helpers and words from the Dolch list.
6. Workbook pages.
7. The Wheel of Chance game.

To introduce the nasal sound ng, use the following approach: Write the letters m and n on the chalkboard and have the children say each sound. Have the children describe the positioning of the articulators (lips closed for the sound m and tongue tip makes contact with the gumline of the upper front teeth for the sound n). Elicit from them the fact that these sounds are emitted through the nose.

Inform the children that they are to listen for a new sound which will be heard at the end of a word and that it will sound very much like the m and n. (Because m, n and the sound ng are so close acoustically, conduct the auditory exercise asking the children to keep their eyes open.)

Say: Watch my lips as I say words that end with our new sound, ng. Repeat each word that ends with the sound ng. When I say a word that does not end with ng, put your finger over your lips and do not say it. (CAMERA TO CLASS)

First sequence of words (Children remain silent when they hear foil word WIN)

king, bring, sing, hang, wing, ring, sting, WIN, gang, rang

Second sequence of words (Children remain silent when they hear foil word FAN)

king, long, tongue, prong, sling, stung, FAN, fang, among

Third sequence of words (Children remain silent when they hear foil word FAN)

king, sling, cling, bang, rung, tang, fling, FAN, hung, gong

Show the phonetic picture card for the ng sound and say the

following: (CAMERA TO CARD) Here is a picture of something the name of which ends with the ng sound. What is it? (Response: A king) The last sound in the name of this picture will help you remember that this team of letters which we call a consonant digraph (point to the ng digraph)(CAMERA TO BOARD) stands for the ng sound.

Since the children have had the experience writing the letters n and g, the writing of the consonant digraph ng is unnecessary. Impress on the children the fact that n and g each loses its sound identity when they appear together. As a team, they form an entirely new sound, ng.

Chalkboard Exercise 1. Place on the chalkboard these pairs of words:

win	rim	hung	fan	sung	Sam	ham	rang
wing	ring	hum	fang	sun	sang	hang	ran

Call on individual children to underline a word that ends in the ng sound and then say the word. Have the other member of the pair pronounced, also.

Chalkboard Exercise 2. Place on the chalkboard these pairs of "helpers":

ra ha sa fa ga si ki ri su hu ru

Say one of the helpers--your selection should be a random one--and have the children add the ng digraph to the helper you dictated and pronounce the resultant word.

Chalkboard Exercise 3. In the last step in presentation of the ng sound, the burden of spelling words ending in ng rests with the children.

Dictate the words ending with the ng sound for individual children to write on the chalkboard. A suggested list of words to dictate follows:

ring	hung	fang	sing	bang	tang	ping-pong
rang	hang		sang	wing	zang	ding-a-ling
rung			sung	king	pang	gang

Presentation of nk

Place each of the following words on the chalkboard one pair at a time. Below each word write the phonetic respelling. For example, bank. Tell the children that the first word in the pair

bang(k)

is pronounced as the companion word below it, plus the sound of the letter k. The understanding to emerge is that when a word ends in nk, it is pronounced as ngk. Erase bang(k) and write an additional pair of nk and companion ngk words. Each time you write a pair of words, discuss the correctly spelled word and its respelling. Then

erase the phonetically respelled word. A suggested list of paired words follows: (Words in parentheses are to be erased.)

sank (sangk)	rank (rangk)	shank (shangk)	pink (pingk)	rink (ringk)	wink (wingk)	sink (singk)
kink (kingk)	link (lingk)	bunk (bungk)	sunk (sungk)	hunk (hungk)	dunk (dungk)	chunk (chungk)

Related Activities

1. Writing words ending in ng and nk.
2. Building words that end in ng and nk.
3. Writing sentences on the chalkboard incorporating words that end in ng and nk.
4. Workbook pages.

End of Tape 22

Tape 23

The Voiceless and Voiced Sounds of the Digraph th

The subject of this tape will be the presentation of the two sounds of the digraph th. The spelling representation of the voiceless and voiced sounds of th is the digraph t-h. The placement of the articulators for the production of these two sounds is as follows:

The sides of the tongue are pressed against the upper side teeth as for s and sh.
The tongue tip is in light contact with the edge of the upper front teeth.
The breath stream is gradually forced between the tongue tip and teeth with a friction-like sound.
The vocal chords vibrate when articulating voiced th, as in there. Voiceless th is articulated with just the breath, as in thing.

To introduce the voiceless and voiced sounds of th, read the motivational story Thanatophobia--Everyone Has It.

Thirteen days before Thanksgiving Day, Alexander's mother bought a live turkey at a farm. This was quite early to buy a turkey, but she wanted to be sure her family had turkey for Thanksgiving.

Three days before Thanksgiving Day, Alexander and Gabby noticed that the turkey, whom they had named Theobald, was getting very thin. He grew very thirsty and his head began to throb.

Gabby said, "Maybe Seobald has a fever. Get a sermometer, Alexander."

"A sermometer?" replied Alexander. "You mean 'thermometer'. The word thermometer begins with the th sound. Make your tongue tip lightly touch the edge of your front teeth, then blow a breath and you'll be able to say the th sound. Oh, I forgot. You have no teeth. I think you're right though, Gabby. Theobald may have a fever."

So Alexander got a thermometer. While Alexander held Theobald's beak open, Gabby thrust the thermometer into Theobald's mouth. Then Gabby pulled out the thermometer and read the temperature. One hundred and five degrees!

"Oh my!" said Gabby. "I sink he'll blow his top!"

Alexander answered, "Perish that thought. I think he's eaten some thorn apples and that's given him indigestion and that is causing his fever."

Gabby said, "I sought of something else sat could be bothering Seobald. He's worried. Sursday is Sanksgiving Day and he's not srilled about being our Sanksgiving dinner."

"He's suffering from an attack of Thanatophobia," replied Alexander.

"Sanatophobia?" said Gabby. "Is that a sickness?"

"It sure is," said Alexander. "He's afraid of becoming our Thanksgiving dinner."

So what do you think Alexander and Gabby did? They both talked to Mother about Theobald's sickness--Thanatophobia. She agreed that no one should eat a turkey suffering from Thanatophobia. She decided that Theobald could be saved for a Christmas dinner. He surely would be well by then.

What do you think happened at Christmas time? Theobald had another attack of Thanatophobia! Do you think Gabby was ever able to pronounce words such as think, thermometer, and Thanatophobia? No, never, never, never!

We all know that Gabby has no teeth and this was why he could not make certain sounds. What sound was Gabby unable to make in today's story? (Response: The sound th) Yes, the sound was th (voiceless) and sometimes the sound he couldn't make had a buzz and sounded like th (voiced).

Today, we are going to listen for words beginning with the th sound without a buzz. Close your eyes and listen for words beginning with the sound th (voiceless) as in thimble. When I say a word that does not begin with the th sound (voiceless), raise your hand. Ready? (CAMERA TO CLASS)

First sequence of words (Children give hand signal when they hear foil word THE)

thimble, thank, thief, thirsty, thread, THE, thigh, thorn

Second sequence of words (Children give the hand signal when they hear foil word THEY)

thimble, thick, thought, thrash, theater, through, THEY, thermos

Third sequence of words (Children give hand signal when they hear foil word THAT)

thimble, thaw, thatch, think, thunder, throb, THAT, thump

The next part of our listening game is played with our eyes open. Watch my lips as I say words that begin with the th (voiceless) sound. Repeat after me just the words that begin with the th (voiceless). When I say a word that does not begin with th (voiceless) put your finger over your lips and do not say it.

First sequence of words (Children remain silent when they hear foil word THUS)(CAMERA TO CLASS)

thimble, thing, thud, throne, thrill, THUS, throw, thrush

Second sequence of words (Children remain silent when they hear foil word THERE)

thimble, thirty, thermometer, thread, throng, thrash, THERE, throat

Third sequence of words (Children remain silent when they hear foil word THEN)

thimble, thought, thermos, thunder, thumb, THEN, thick, threat

We are going to play the listening game again, but this time we will say the th (voiceless with a buzzing sound). The new sound with a buzz will be th (voiced).

Close your eyes and listen for words beginning with the sound th (voiced) as in the middle of the word feather. When I say a word that does not begin with the th (voiced) sound, raise your hand. Ready? (CAMERA TO CLASS)

First sequence of words (Children give hand signal when they hear foil word THANK)

than, their, them, that, this, THANK, they, the

Second sequence of words (Children give hand signal when they hear

foil word THUMB)

thus, them, this, there, thence, thee, THUMB, that

Third sequence of words (Children give hand signal when they hear foil word THISTLE)

this, there, the, they, thus, THISTLE, than, them

The next part of our listening game is played with our eyes open. Watch my lips as I say words that begin with the th (voiced) sound. Repeat after me just the words that begin with the th (voiced) sound. When I say a word that does not begin with the sound th (voiced), put your finger over your lips and do not say it. (CAMERA TO CLASS)

First sequence of words (Children remain silent when they hear foil word THING)

them, their, the, they, thence, THING, than, thus

Second sequence of words (Children remain silent when they hear foil word THIRD)

there, they, this, then, thence, the, THIRD, that

Third sequence of words (Children remain silent when they hear foil word THAW)

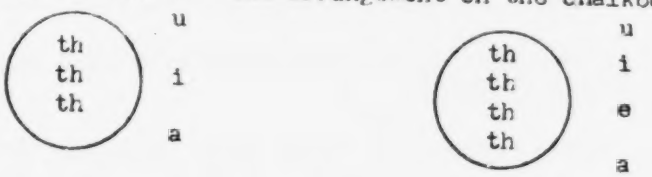
thus, that, the, this, than, them, THAW, there

Show the phonetic picture card (CAMERA TO CARD) for the th (voiceless) and th (voiced) sounds and say the following: Here are pictures of things the names of which have the sounds th (voiceless) and th (voiced). What picture do you see, the name of which begins with the th (voiceless) sound? (Response: A thimble) What picture do you see that has the sound th (voiced) in the middle of its name? (Response: A feather) The beginning sound of the picture name for this picture, a thimble, will help you remember that this consonant digraph (point to the th to the right of the thimble)(CAMERA TO CARD) stands for the th (voiceless) sound. The sound in the middle of the name for this picture, a feather, will help you remember that this consonant digraph (point to the th alongside the picture of the feather)(CAMERA TO CARD) stands for the th (voiced) sound.

Since the children have had the experience of writing the letters t and h, the writing of this consonant speech sound (consonant digraph) is unnecessary. Impress on the children t and h each loses its sound identity when they appear together. As a team, they form two entirely new speech sounds, th (voiceless) and th (voiced).

Step 1. Draw on the chalkboard two circles representing moons.

In one moon write a column of three th digraphs; in the other moon write a column of four th digraphs. To the right of each moon write a column of vowels. The arrangement on the chalkboard looks like this:

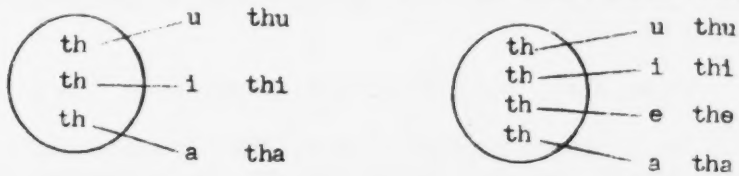


Draw a chalkline from each th digraph (voiceless) to a vowel as the children blend th with ă, ĭ, ŭ. As each th module links up with a command module, write the resultant blend to the right of the vowel. The blends tha, thi, thu are referred to as the th "helpers" (voiceless).

In the interest of saving time, and before proceeding to Step 2, the voiced consonant digraph sound th will be blended with each vowel to form th "helpers".

Draw a chalkline from each th digraph (voiced) to a vowel as the children blend the sound th with ă, ĕ, ĭ, ŭ. As each th module is linked up with a command module, write the resultant blend to the right of the vowel. The blends tha, the, thi, thu are referred to as the th "helpers" (voiced).

The arrangement on the chalkboard at this point looks like this:



Step 2. Erase the moon with the lunar module th and the column of vowels leaving just the th (voiceless) "helpers" on the chalkboard. In this step, the children will be asked to listen for the vowel as you say the th "helpers" in random order. The child called on is to identify the vowel saying, "I hear ___ (ă, ĭ, ŭ)." He then locates the blend on the chalkboard, slides his finger or a pointer under it and says, "The 'helper' is ___ (tha, thi, thu)." Have each child participate in this activity.

Erase the moon with the voiced th lunar modules and the vowels leaving just the th "helpers". Remind the children to listen for the vowels as you say the th "helpers" in random order. The child called on identifies the vowel by saying, "I hear ___ (ă, ĕ, ĭ, ŭ)." He then locates the blend on the chalkboard, slides his finger or a pointer under it and says, "The 'helper' is ___ (tha, the, thi, thu). Have each child participate in this activity.

Step 3. In this step, final consonants are added to the th (voiceless) and th (voiced) "helpers" to form words.

Write the consonant letters which have been presented so far on the chalkboard and tell the class that these letters will be the splash down points for the th (voiceless) and th (voiced) "helpers".

From these consonant letters, select the ones that can be added to form three- and four-letter words. For example, n, ck, nk may be added to thi (voiceless); g, d, mp to thu (voiceless); ft to the (voiceless); etc. As you add the final consonant letters to the th "helpers", have the children identify the space ships ("helpers") which are going to splash down and have them identify the splash down points. Then ask individual children to bring down a th "helper". After "splashdown", the child says, "My word is ____." Have the child use the word in an oral sentence.

Use the procedure just described for the th (voiceless) "helpers" to bring down the th (voiced) "helpers" to splash down points. Select from the consonant letters presented thus far, appropriate consonant letters to form three- and four-letter words. For example, n may be added to tha, and the; t to tha; s to thi and thu; etc. Before asking individual children to bring down a space ship, ask the children to identify each space ship and its splash down point. After splash down, the child called on says, "My word is ____." Have the child use the word in an oral sentence. Every child should participate in this activity.

Step 4. Write the vowels in a row on the chalkboard separating each with a bar, thusly: a | e | i | o | u

Tell the children you are going to say th "helpers" (voiceless). The child called on is to identify the vowel, repeat the "helper" and write it under the appropriate vowel. Then have the child slide his finger or a pointer under the blend and say, "The 'helper' is ____ (tha, thi, thu)." Have each child participate in this activity.

The same procedure for dictating and writing the th (voiceless) "helpers" will be used for dictating and writing the th voiced) "helpers".

Say a voiced th "helper", have the child called on identify the vowel, repeat the "helper" and write it in the appropriate vowel column. The child slides his finger or a pointer under the th "helper" and says, "The 'helper' is ____ (tha, the, thi, thu)." Have each child participate in this activity.

Step 5. Write the vowels in a row on the chalkboard separating each with a bar. Dictate a th (voiceless) "helper" and a word incorporating that "helper". For example, say thi--thin. The child called on responds thi--thin, and writes just the word under the appropriate vowel. He then slides his finger or a pointer under the word and says, "My word is thin," and uses it in an oral

sentence. Each child should participate in this spelling activity.

The procedure for spelling words beginning with the voiced "helpers" tha, the, thi, thu is the same as described for the th (voiceless) "helpers".

Write the vowels in a row on the chalkboard separating each with a bar. Dictate a th (voiced) "helper" and a word incorporating that "helper". For example, say tha--that. The child called on repeats tha--that and writes the word that under the ă vowel. He then slides his finger or a pointer under the word and says, "My word is that," and uses it in an oral sentence. Have each child participate in this spelling activity.

Related Activities

1. Writing the voiced and voiceless th digraph "helpers".
2. Building the voiced and voiceless th digraph "helpers".
3. Writing and building words from the Dolch word list, one or two each day, which you anticipate will be useful in sentence writing.
4. Chalkboard exercise in which you dictate sentences using words beginning with voiceless and voiced th.
5. Writing poems.
6. The Wheel of Chance game.
7. Workbook pages.

End of Tape 23

Tape 24

Structuring Double Consonant and Triple Consonant Blends

At this point in the development of the CAME approach, all possible consonant-vowel blends ("helpers") have been developed. Also, at this point in time, three- and four-letter words have been formed. In short, the word patterns children can now decode and encode are these: c v c or c v c c (c stands for consonant, w i n w i n d v stands for vowel)

A brief explanation is in order regarding certain words having a cvcc pattern--those having two like consonants following the vowel. The last of the two like consonants is silent. Children develop the understanding that it is possible for consonants to be non-functional or stated simply, to be silent.

For example, the words mill, sell and chess may be altered to form a new word by substituting a different consonant for the last of the doubled letters in each of these and other one-syllable words. Place the following pairs on the chalkboard:

mill	sell	chess
milk	self	chest

Rationalize the k spelling in the word milk by recalling or asking the children to recall that when a k sound is heard immediately after a short vowel in a one-part word (syllable), we generally use a k-three (ck) spelling. However, when another consonant sound (letter) comes between the short vowel and the k sound at the end, the k-two (k) is used.

To summarize, we have progressed from a single letter and sound to a two-letter blend, to a three and four letter one-syllable word. The accretion of sounds (letters) was to the right. To illustrate the foregoing statement place the following on the chalkboard:

s --- sa --- sat
f --- fa --- fast

The subject of this tape will be to form longer words of one syllable by adding consonant letters (sounds) to the left of a blend. The progression is from a cvc or cvcc pattern to the following two new patterns: (Place these on the chalkboard.)(CAMERA TO BOARD)

Pattern 1	c	c	v	c		c	c	v	c	c	
	s	l	e	d		g	r	a	n	d	
Pattern 2	c	c	c	v	c	c	c	c	c	v	v	c
	s	p	l	i	n	t	s	t	r	e	a	m

Pattern 1. Giant Blends - Set 1

Place on the chalkboard the following known set of cv blends in column form: la, le, li, lo, lu and have the children pronounce these. Then place the letter b to the left of the blend, li. The arrangement after blending looks like this:

	lu	lu	blu
	lo	lo	blo
b	li	li	bli
	le	le	ble
	la	la	bla

If you wish, you may have the children assume the role of astronauts, think of b as a lunar module, and the l blends as command modules. Or, you may elect to drop the role-playing and simply say that you are going to show them how the l set of "helpers" (blends) are changed into giant "helpers".

The blending of the sound b with each of the l blends is accomplished in the same manner that was described when one consonant sound was united with each of the vowels. The five steps to follow in blending were described in detail on previous tapes and the writers of this script feel that it is not necessary to repeat the details. However, the five steps will be listed sans details.

Step 1. Unite the consonant b with the known blends. Demonstrate how this is accomplished and then have the children do the blending. Write the resultant giant blend to the right of each l blend.

Step 2. Have the children discriminate, auditorially and visually, the resultant blends as you say them.

Step 3. You, teacher, add final consonants to the newly formed blends to form words and children pronounce the resultant words.

Step 4. Dictation by you, teacher, of the newly formed blends for the children to write on the chalkboard under the appropriate vowel.

Step 5. Dictation by you, teacher, of the newly formed blends and words incorporating these blends for children to write on the chalkboard under the appropriate vowel.

The formation of the foregoing giant blends constitutes one lesson. Five additional sets of giant blends, blending each of these consonants, c, f, g, p, s, with la, le, li, lo, lu constitute five lessons. These are to be developed in the same manner as described for forming the giant blends bla, ble, bli, blo, blu.

	lu		lu		lu		lu		lu
	lo		lo		lo		lo		lo
c	li	f	li	g	li	p	li	s	li
	le		le		le		le		le
	la		la		la		la		la

Pattern 1. Giant Blends - Set 2

Place on the chalkboard the following known set of cv blends in column form: ra, re, ri, ro, ru and have the children pronounce these. Then place the letter b to the left of the blend ri. The arrangement after blending looks like this:

	ru	ru	bru
	ro	ro	bro
b	ri	b ri	bri
	re	re	bre
	ra	ra	bra

The blending procedure to use in uniting the sound b with the r set of "helpers" is identical to that described for the giant blends formed in Set 1 in which the consonant sounds of the letters b, c, f, g, p, s were blended with the l blends.

The formation of the foregoing giant blends constitute one lesson. Six additional sets of giant blends, to be formed, constitute six lessons and these are to be developed in the same manner as described for forming the giant blends bra, bre, bri, bro, bru.

	ru		ru		ru		ru		ru		ru
	ro		ro		ro		ro		ro		ro
c	ri	d	ri	f	ri	g	ri	p	ri	t	ri
	re		re		re		re		re		re
	ra		ra		ra		ra		ra		ra

(Note: As children blend with their voices the consonant sounds with each set of cv blends, write the resultant blend to the right of each cv blend. Also, trace with a chalkline the union of the consonants with each cv blend.)

Pattern 1. Giant Blends - Set 3

Place on the chalkboard the following six sets of cv known blends. Each set constitutes a lesson. Write a s consonant to the left of each cv blend having an i vowel.

	cu		mu		nu		pu		tu		—
	co		mo		no		po		to		--
s	ki	s	mi	s	ni	s	pi	s	ti	s	wi
	ke		me		ne		pe		te		we
	ca		ma		na		pa		ta		wa

Since the children have had experiences forming giant blends, blending the s sound with the c-k, m, n, p, t, w blends poses no problems. The blending procedure is identical to that used to form the giant blends in Sets 1 and 2.

(Note: As children blend with their voices the sound s with each set of cv blends, write the resultant blend to the right of each cv blend. Also, trace with a chalkline the union of s with each cv blend.)

Pattern 2. Triple Consonant Blends (CCCV) -- Set 4

All triple blends, CCV, consist of three consonants before the vowel. The first consonant is s; the second consonant may be c, as in scream, p as in splash, or t, as in street. The third consonant may be r, as in scratch, or l, as in splash.

Since children have learned to recognize giant blends (CCV), blending s to these poses no special problem. The giant blend, CCV, within a triple blend is the critical part to decode. When the CCV blend is decoded, CCV blends are easily sounded.

Place the following words on the chalkboard and underline the CCV blend. Now that the CCV blend has been highlighted, children can successfully unlock these words:

street	scratch	spring	splash
stretch	scream	spread	split
straw	screeb	spray	splendid
struck	screw	sprout	
strand			
streak			

Words beginning with triple consonant blends are few in number so that skill in unlocking the ones you have placed on the chalkboard will undoubtedly be the ones the children will encounter in the reading material at their particular grade level.

Related Activities

1. Language Activities.

   Mimeographed activity sheets with sentences having blanks which require a CCV or CCCV blend word.

   Chalkboard or paper-and-pencil writing of words and sentences utilizing words having a CCV or a CCCV blend.

2. Word Building.

   Compounds (ex. strawberry)
   Adding inflectional endings (ex. splitting)
   Adding suffix endings (ex. splashy)

3. Syllabication

   Finding root words.
   Dividing compounds and two-syllable root words.

4. Workbook pages.

End of Tape 24

Tape 25

The Long Vowel Sounds $\bar{a}$, $\bar{e}$, $\bar{i}$, $\bar{o}$, $\bar{u}$

The need for distinguishing the vowels $\breve{a}$, $\breve{e}$, $\breve{i}$, $\breve{o}$, $\breve{u}$ from those to be presented on this tape, the long vowel sounds, $\bar{a}$, $\bar{e}$, $\bar{i}$, $\bar{o}$, $\bar{u}$, is now in order.

Write the vowels in a row on the chalkboard and have the children articulate these. Tell the children that the sounds, $\breve{a}$, $\breve{e}$, $\breve{i}$, $\breve{o}$, $\breve{u}$, are the short vowel sounds and that from now on these will be referred to as "short vowel sounds".

Continue with this presentation in the following manner: Today we will learn that each of these short vowel sounds (point to each as you, teacher, articulate these)(CAMERA TO CHART) $\breve{a}$, $\breve{e}$, $\breve{i}$, $\breve{o}$, $\breve{u}$ each can have another sound which will be known as a "long sound".

Relate the short and long vowel sounds to the short and long names people often have. Ask the children if any of them has a nickname which is a short name for the full given name. Without a doubt there will be a number of children who will respond with short and long names such as Betty-Elizabeth, Joe-Joseph, Andy-Andrew, Will-William, Dot-Dorothy, etc.

The Long Vowel Sound $\bar{a}$.

Now that you have established the idea that people can have short and long names, tell the children that the short vowel sounds ă, ĕ, ĭ, ŏ, ŭ have long sounds and names, also. Instruct them to listen for the beginning sounds in words you will say and to repeat them after you. Say this group of words: angel, age, ale, acre, Amy, Amos, aim, acorn, amiable, aviation. Ask what vowel sound began the words. (Response from children: ā). Point to the a letter on the chalkboard (CAMERA TO BOARD) and say that this letter (a) stands for the ā sound as well as the ă sound, and it can be heard in the middle and at the end of a word as well. Give word examples, such as play, lay, may, hay, day and have the children tell where they hear the ā sound (Response: At the end); give the word examples take, came, train, wait, sail and ask where they hear the ā sound (Response: In the middle).

To account for the change in sound from ă to ā, relate this change to games that are played, such as football or baseball in which signals are exchanged between players. This signalling can be done in words by one vowel letter to let the reader know that the "lead" vowel (first vowel in a one-syllable word) has a long sound. Point out that sometimes the signal letter need not be heeded and in that instance the vowel remains short (as in the word, have).

At this time write the word make on the chalkboard and underline or circle the final e and say to the children that this letter (point to final e)(CAMERA TO BOARD) signals you, without making a sound (remains silent) that the vowel preceding it is to have the ā sound. Now have the children pronounce the word make.

Write additional words on the chalkboard and discuss these in the manner described for the word make. (Suggested word list to write: came, ate, tame, gate, vase, whale, bake, plane, game, quake, etc.) Write pairs of words on the chalkboard, such as pan-pane, hat-hate, cap-cape, mat-mate, to further reinforce the effect of final e on the "lead" vowel. Discuss each pair bringing out the fact that the first word without the signal letter has a short vowel sound ă and the second word of the pair, has a signal letter which informs the reader that the vowel is long.

Point up the spelling change of k sound when a signal letter is present, as in bake and quake. Elicit from the children the understanding, previously arrived at, namely, that a k-three (ck) spelling usually follows short vowel sounds. The new understanding to emerge from this lesson is that when a long vowel sound is heard in a word followed by a k sound, this sound has a k (say the letter name) spelling.

The Long Vowel Sound ē.

The presentation of each long vowel sound constitutes a separate lesson. The next long vowel sound to consider is the long vowel sound of the letter e.

Write the vowels on the chalkboard and ask the children to say the short vowel sound for each letter as you point to each. Also have the children say the long vowel sound of the letter a. Inform the children to listen for the long vowel sound of this letter (point to the letter e) which they will hear at the beginning of the words you will say and to repeat them after you. Say the following long ē words: eagle, Edith, Easter, eel, easy, eke, eve, even, evening, evil. Ask what vowel sound began the words. (Response: ē)

Point out that an ē sound may occur at the end of a word, as in me and in the middle of a word, as in seat.

Practically all words in the English language having a long ē sound, irrespective of the position it occupies in a word, with a few exceptions, have a digraph spelling, namely, (say the letter names) ē ē or ē ā. These digraph words and others, will receive consideration on the next video tape, Tape 26. In view of what has just been said, you will have only two word examples to write on the chalkboard to illustrate the effect final e has on the "lead" vowel which precedes it in a word. Here are the pairs of words to write on the chalkboard:

pet	met
Pete	mete

Discuss each pair of words bringing out the fact that the first word without the signal letter has the short vowel sound ĕ and the second word of the pair has a signal letter which informs the reader that the "lead" vowel has a long vowel sound, ē.

The Long Vowel Sound ī.

Write the vowels in a row on the chalkboard and have the children articulate the short vowel sounds as you point to each one. Also, have the children say the long sound of the letters a and e. Inform the children to listen for the long vowel sound of this letter (point to the letter i)(CAMERA TO BOARD) which they will hear at the beginning of words you will say and to repeat them after you. Say the following long ī words: isle, ivy, idle, Iowa, Irene, iodine, iris, iron, item, Ivan. Ask what vowel sound began the words. (Response: ī)

Point out that the ī sound may occur at the end of a word, as in my, and in the middle of a word, as in ride.

Write the word hide on the chalkboard and underline or circle the final letter e and say to the children that this letter (point to final e) signals you, without making a sound (remains silent) that the vowel preceding it is to have the ī sound. Have the children pronounce the word hide.

Write additional words on the chalkboard and discuss these in the manner described for the word hide. Suggested word list (pairs of words):

hid	rid	dim	quit	fin	Tim	mill	bit	kit	lick
hide	ride	dime	quite	fine	time	mile	bite	kite	like

Discuss each pair of words bringing out the fact that the first word in each pair has no signal letter; therefore, the "lead" vowel has a short vowel sound, ĭ. The second word of each pair has a signal letter and informs the reader that the vowel preceding it has a long vowel sound, ī.

Point up the spelling change of k sound when a signal letter is present, as in lick and like. Elicit from the children the understanding, previously arrived at, namely, that a k-three (ck) spelling usually follows short vowel sounds. The new understanding to emerge from this lesson is that when a long vowel sound is heard in a word followed by k sound, this sound has a k (say letter name) spelling.

The Long Vowel Sound ō.

Write the vowels in a row on the chalkboard and have the children articulate the short vowel sounds as you point to each one. Have the children articulate the long vowel sounds for the vowel letters, a, e, i. Inform the children to listen for the long vowel sound of this letter (point to the letter o) which they will hear at the beginning of words you will say and to repeat them after you. Say the following long ō words: oak, obey, ogre, over, ozone, oleo, old, oat, oasis, ocean. Ask what vowel sound they heard at the beginning of these words. (Response: ō)

Point out that the ō sound may occur at the end of a word, as in go, and in the middle of a word, as in note.

Write the word hope on the chalkboard and underline or circle the final letter e and say to the children that this letter (point to final e) signals you, without making a sound (remains silent) that the vowel preceding it is to have the ō sound. Have the children pronounce the word hope.

Write additional words on the chalkboard and discuss these in the manner described for the word hope. Suggested word list (pairs of words):

not	hop	rod	rob	pock	mop	cod	dot	doll	
tot	note	hope	rode	robe	poke	mope	code	dote	dole
tote									

Discuss each pair of words bringing out the fact that the first word in each pair has no signal letter; therefore, the "lead" vowel has a short vowel sound, ŏ. The second word of each pair has a signal letter and informs the reader that the vowel preceding it has a long vowel sound, ō.

Point up the spelling change of the k sound when a signal letter is present, as in the words pock-poke. Elicit from the children the understanding previously arrived at, namely, that a

k-three (ck) spelling usually follows short vowel sounds. The new understanding to emerge from this lesson is that when a long vowel sound is heard in a word followed by a k sound, this sound has a k (say letter name) spelling.

The Long Vowel Sound ū.

Write the vowels on the chalkboard and have the children articulate the short vowel sounds as you point to each one. Also, have the children say the long vowel sounds of the letters a, e, i, o. Inform the children to listen for the long vowel sound of this letter (point to the letter u)(CAMERA TO BOARD) which they will hear at the beginning of words you will say and to repeat them after you. Say the following long ū words: unit, union, united, universe, Ulysses, utility, unison, unicorn, unify, usual. Ask what vowel sound they heard at the beginning of these words. (Response: ū)

Point out that the ū sound may occur in the middle of a word, as in mule. (The ū sound is heard in such words as mew and few, but because of the e w spelling, no mention of these words ending in the ū sound is in order at this point.)

Write the word cube on the chalkboard and underline or circle the final e letter and say to the children that this letter (point to the final e) signals you, without making a sound (remains silent), that the vowel preceding it is to have the ū sound. Have the children pronounce the word cube.

Write additional words on the chalkboard and discuss these in the manner described for the word cube. Suggested list of words to write (word pairs):

cut	tub	duck	cub	dun	null
cute	tube	duke	cube	dune	mule

Discuss each pair of these words bringing out the fact that the first word in each pair has no signal letter; therefore, the "lead" vowel has a short vowel sound, ŭ. The second word of each pair has a signal letter and informs the reader that the vowel preceding it has a long vowel sound, ū.

Point up the spelling change of the k sound when a signal letter is present, as in duck and duke. Elicit from the children the understanding previously arrived at, namely, that a k-three (ck) spelling usually follows short vowel sounds. The new understanding to emerge from this lesson is that when a long vowel sound is heard in a word followed by a k sound, this sound has a k (say letter name) spelling.

The final outcome of this lesson is the formulation, with teacher guidance, of the following vowel principle: when a word has two vowels, one of which is final e, the first vowel is usually long and final e is silent.

Review of Short and Long Vowel Sounds

1. Write the vowels on the chalkboard and have the children articulate both the short and long sounds for each vowel. Then have them give the long and short sounds for each vowel.
2. You, teacher, say either a long or short vowel sound and children respond with the other vowel sound, short or long. For example, say ă. Children respond with ā.
3. Say short and long vowel words and have children tell if the vowel is short or long. For example, say like. Children respond with the word long. Or say lick. Children respond with the word short.
4. Say short or long vowel words. Children supply the companion word with short or long vowel. For example, say can. Children respond with cane. Say hope. Children respond with the word hop.
5. Dictate words to be placed in one of two columns headed with the words Short Vowel Words and Long Vowel Words.

Related Activities

1. Writing and building short and long vowel words.
2. Dictation of sentences which incorporate long and short vowel words to be written on the chalkboard or to be written as a paper-and-pencil activity.
3. Rhyming game in which a child is required to supply a rhyming word for the word given by you, teacher. A humorous penalty may be imposed if the child fails to supply a rhyming word. Example: like-____ (hike, dike, Mike, pike, spike).
4. Workbook pages.

End of Tape 25

Tape 26

Long Vowel Equivalents

On Tape 25, a long vowel principle was formulated, namely, Vowel Principle 1. When a word has two vowels, one of which is final e, the first vowel is usually long and final e is silent.

On this tape, two more vowel principles will emerge. The first of these to be developed is as follows: Vowel Principle 2. When the only vowel in a word or accented syllable occurs in a final position, the vowel sound is usually long.

Write the vowels and the following words, in column arrangement, on the chalkboard:

a	e	i	o	u
	be	by	go	
	he	my	no	
	me	why	so	
	she			
	we			

Tell the children that you want to conduct an "experiment". It's entirely possible that the words on the chalkboard are known sight words. However, this should not deter you from asking the children to pronounce these words trying first the short vowel sound, then the long vowel sound to discover which vowel sound helps to make a word they know.

Begin the "experiment" by saying the first word as bĕ, then as bē. It will be evident that the long sound of the vowel ē makes a word. Now call on individual children to say the next word trying first a short and then a long vowel sound until all the entries on the chalkboard have been utilized in the "experiment".

Elicit from the children that (1) there is only one vowel in these words; (2) the vowel is in a final position; and (3) the vowel sound is long. (The exceptions to the last fact are to and do and can be dismissed for what they are--exceptions.)

It was pointed up on Tape 22 that the letter y functions both as a consonant and a vowel. At the beginning of a word, y is a consonant sounded as y (use sound). Y in a final position, if it is the only vowel in the word, is sounded as a long vowel Ī (my). If y occurs in an unaccented syllable (funny) or is the unaccented syllable (windy), y is sounded as a short vowel sound, ĭ.

Help the children formulate the vowel principle which is a capsulized statement embodying the three facts they have discovered regarding the words under study. Because the vowel principle involved in this word study has wider application when words of more than one syllable are decoded, such as pa'per, where the vowel in the accented syllable occurs in a final position, the principle bears repeating. When the only vowel in a word or accented syllable occurs in a final position, the vowel sound is usually long.

Passing mention will be made of words in which the vowel is long without the signal letter final e. We know that a number of these words at some time back in history had a final e spelling and this letter may have been sounded, but it was dropped and the vowel pronunciation was retained. These words are to be taught by analogy. For example, when the word old is known, it is useful for decoding and encoding seven other words, namely, cold, fold, gold, hold, sold, scold, and told. Context is another aid to decoding these words.

Vowel Principle 3. The second vowel principle to be developed on this tape at this point is as follows: When two vowels occur as a vowel team in the same syllable (accented) or word, the first vowel sound is likely to be long and the second vowel is likely to be silent.

Write on the chalkboard the vowels and these words:

a	e	i	o	u
game	me	kite	note	cute

Ask the children to pronounce the long vowel words. Also, ask how they can tell that the vowel sound is long. (Response: The signal letter, e, indicates the vowel is long.)

Inform the children that words may have long vowel sounds without a signal letter. Proceed to write the words rain-play under game; feet-read under me; lie-my under kite; and coat-hoe-snow under note. Assume that the words you have written are known (if the words are unknown, pronounce these for the children) and ask the children to pronounce the words under the words game, me, kite, note.

Y as a vowel is included with the vowel digraph ie_1. However, it is not a vowel digraph.

The w in ow_3 is a vowel in this vowel team. W in an initial position is a consonant, but is considered a vowel when it follows a vowel.

As each group of words listed under the final $\bar{e}$ words is pronounced, pause to ask what vowel sound was heard in each. Also, ask what letters made no sound and strike out that letter with a slash mark (/). Elicit from the children the vowel principle they have developed which is as follows: When two vowels occur as a vowel team in the accented syllable or word, the first vowel is likely to be long, and the second vowel is likely to be silent.

Elicit the understanding that ai-ay, ee-ea, ie, oa-oe-ow vowel digraphs using the following approach:

Write on the chalkboard known consonant digraphs--ck, sh, ch and ask the children to recall the name used when referring to these two-letter speech sounds. (Response: Consonant digraphs) Ask why they are named consonant digraphs. (Response: When two consonants occur together and make one sound, they are known as consonant digraphs.)

Refer to the words on the chalkboard that have vowel teams and ask how many vowels they see and how many vowels they hear.

The conclusion to be arrived at is that when two vowels occur together and have one vowel sound, they are known as vowel digraphs.

Write the vowel digraphs on the chalkboard and number each digraph. Numbering the digraphs and y provides an easy way to refer to each. The chalkboard arrangement looks like this:
ai_1 -- ay_2 ea_1 -- ee_2 ie_1 -- y_2 oa_1 -- oe_2 -- ow_3
Under each digraph heading write, in a column, words having the digraph which heads the column. Have the words under each digraph heading pronounced and ask that the silent vowel be marked with a slash mark. After each word is pronounced, have it used in an oral sentence, which may at your discretion, be written on the chalkboard as well.

The following are words to be written under the appropriate vowel digraph:

ai	ay	ea	ee	ie	y	oa	oe	ow
sail	lay	eat	see	lie	my	load	Joe	low
tail	play	read	feet	lies	by	road	foe	slow
wait	may	leak	sleep	tie	fly	toad	hoe	blow
paint	day	each	green	tied	sly	soap	hoed	row
train	say	meat	bee	cries	sky	coat	goes	grow
rain	way	beat	tree	pie	try	coach	toes	throw
mail	hay	bean	deep	spied	cry	float	woe	crow
chain	clay	beak	sheep	tried	why	boat	doe	show
nail	gay	real	feel	cried	shy	goat	toe	snow
aim	gray	east	peel	dries	dry	toast	---	yellow
etc.	etc.	etc.	etc.	etc.	etc.	etc.	etc.	etc.

Have individual children strike out the silent vowel with a slash mark (/), pronounce the digraph word, and use it in a sentence (oral or written on the chalkboard).

Help the children recall the correct k spelling to use when the k sound follows a long vowel. Ck is used after short vowels and the letter k is used after long vowel sounds. Also, a ch spelling follows long vowel sounds when the word ends in a ch sound.

In a small number of words the digraph ea is sounded as ĕ and the digraph ie is sounded as ē. These are exceptions and should be handled as such. When they occur in reading material, you should encourage the children to apply the vowel principle that applies. When the principle does not apply, as it does not to words having irregular digraphs, instruct the children to try the short and long sound for the first vowel letter in the digraph. That failing, instruct them to use the short and long sound for the second vowel letter in the digraph.

Some words, such as neighbor, should be taught as sight words.

Related Activities

1. Writing and building vowel digraph and irregular vowel digraph words.
2. Forming compounds such as row + boat, my + self, etc.
3. Homonyms in sentences to show differences in meaning. Examples, rode-road, thrown-throne, etc.
4. Word "evolution"--Changing short vowel words to vowel digraph words by adding another vowel. Example, set-seat.
5. Changing vowel digraph words by removing a vowel letter. Example, paint-pant.
6. Dictation of vowel digraph words to be written in the appropriate vowel digraph column.
7. Meaning discrimination of words having more than one meaning using sentences to accomplish this.

The Silent Letters gh, k, w, t, b

The silent letters gh, k, w, t, b may have been, their very presence in a word suggests that they could have been, sounded hundreds of years ago; but with the passage of time, we have tended to drop or ignore sounding letters which were difficult to articulate in certain letter combinations.

Each of the following silent letters to be presented constitutes a single lesson. However, these will be grouped together in a single presentation.

Place on the chalkboard words ending in two like consonants:

puff pass fizz well mitt

Have these words pronounced and ask if all letters were sounded. Having determined that one of the doubled letters is silent, the second one, have individual children strike it out in each word with a slash mark (/). Write the words night, write, know, listen, often, climb, and strike out the silent letters with a slash mark.

Explain that at one time these silent letters (the ones with a slash mark) may have been sounded a long time ago, but because they form letter combinations difficult to articulate, we do not attempt to sound them.

Add additional words under the words night, write, know, listen, often, climb.

A suggested list of words:

right, fight, light, might, sight, bright, flight, sigh, etc.
kneel, knell, knot, knight, knit, knock, knob, knead
wrote, wrist, wrench, wrap, wring, wreck, wren, wreath
castle, nestle, whistle, fasten
comb, thumb, crumb, dumb

Call on individual children to make a slash mark through the silent letter and then pronounce the word. When homonyms are encountered, pause to clear up the meaning of these by using them in sentences--oral or written.

Elicit from the children the following understandings as each group of words has been pronounced and all meanings explained:

The letters gh, when they follow the letter i, serve as a vowel clue indicating that the vowel is a long ī. The letters gh are silent following au as in caught and ou as in bought. When words occur in reading material in which gh has an f sound, teach these as sight words. A very few words have the hard sound of gh, as in ghost. Words such as these should be taught as sight words.

The letter w before the letter r is not sounded.

When the first syllable in a word ends in s or f and the second syllable begins with t, t is silent.

When the letter b follows the letter m and ends a word or syllable, it is not to be sounded.

Related Activities

1. Writing and building words having silent letters.
2. Word building--adding s, ing, ed, er, est to appropriate words.
3. Exercises in which antonyms are matched. Example, high-low.
4. Exercise involving homonyms. Example, night-knight.
5. Word association. Example, watch is matched with wrist.
6. Forming compounds. Example, thumb + nail.
7. Finding base or root words. Example, kneeling.
8. Dictation of sentences incorporating the words having silent letters.
9. Workbook pages.

End of Tape 26

Tape 27

The Modified Vowels ar, er, ir, or, ur

The fourth vowel principle will be evolved when the lesson on this tape--modified vowels--is presented. It is as follows: When the only vowel letter (the "lead vowel") in a word or a syllable is followed by the letter r, the vowel sound is usually modified or affected.

Introduce the modified vowels ar, er, ir, or, ur in the following manner:

Step 1. Write the vowels in a row on the chalkboard and have the children articulate these giving both short and long sounds. Then inform the children that these vowel letters each can have a third sound. Say no more until you have written a known sight word (if you write an unknown word, pronounce it for the children) under each vowel thusly:

a	e	i	o	u
car	her	girl	for	burn

Ask the children to pronounce each word as you slowly slide your finger or pointer under each word. In this way children discover for themselves the vowel sound in each word. If necessary, have them repeat the words until they do monitor or hear the vowel sound. As each new vowel sound is detected, underline each. Elicit from the children the fact that the letter r which follows each vowel accounts for the new vowel sound.

Step 2. At this point inform the children that the new vowel sounds are to be known as the modified vowels. Place the modified vowels under each vowel just above each word example. The chalkboard arrangement will be like this:

a	e	i	o	u
ar	er	ir	or	ur
car	her	girl	for	burn

Have the children articulate the sound value for each vowel thusly: ă - ā - ar ĕ - ē - er ĭ - ī - ir ŏ - ō - or ŭ - ū - ur. Erase from the chalkboard the vowel letters a, e, i, o, u leaving just the modified vowels and word examples beneath each. Ask the children to articulate the modified vowel sounds. Guide them in discovering that three of the modified vowels sound the same. You, teacher, articulate the modified vowels and have the children listen carefully so that they may discover for themselves that er, ir, and ur have the same sound value.

Step 3. Now rearrange the modified vowels and their word examples to this new arrangement numbering er, ir, ur with numbers 1, 2, 3 for identification purposes.

ar	or	er_1	ir_2	ur_3
car	for	her	girl	burn

Tell the children that the three modified vowels that have the same sound (point to er, ir, ur) are numbered to distinguish the three different spelling representations.

The modified vowels ar, or and all the instructional activities associated with each, constitute a lesson. The modified vowels er-ir-ur, as a group, constitute a lesson.

Write additional words under the words car, for, her, girl, burn. The following is a suggested list of words to write:

farm, star, far, barn, start, dark, lark, mark, park, starch, etc.
corn, horn, storm, fork, sport, torn, born, porch, sort, etc.

jerk, clerk, fern, term, tern, pert, berth, herd, etc.
bird, birth, birthday, stir, quirk, dirt, fir, mirth, sir, etc.
turn, church, fur, curl, murmur, nurse, purse, surprise, etc.

Words in which w precedes the ar modified vowel as in warm, ar sounded as or. The words ware and wary are exceptions. The vowel sound in these words is that of circumflex a (â).

Call on individual children to underline the modified vowel in a word and then pronounce it. After all words have been studied and pronounced, point up for special study words that have a k and ch spelling. For spelling purposes it is helpful to know which spelling of the k and ch sound to use after a modified vowel sound.

Point to the words on the chalkboard that end with the letters k and ch and ask the children why these spellings were used. Assist the children in recalling a previous understanding, namely, that (1) words having short vowel sounds followed by a k sound or a ch sound, as in sack and catch, require a ck and tch spelling (There are a small number of exceptions to this understanding such as, much, rich, such, touch, electric, picnic. These pose no problem in reading, but could be considered a spelling problem.); (2) words whose vowel is short followed by the letter n as in ranch, require a k or ch spelling; (3) words having long vowel sounds or any other vowel sound, require a k or ch spelling when the words end with a k or ch sound. Exceptions to this understanding are very few in number such as arc which is a spelling problem rather than a reading problem.

Step 4. Encoding (spelling). Write the vowels on the chalkboard separating ar, or and er-ir-ur with a vertical bar thusly:

ar | or | er_1 ir_2 ur_3

Dictate modified vowel words, have each word repeated, have the vowel in each identified, and have the word written in the appropriate column. At your discretion you may ask that the word be used in a sentence.

When a child is unable to determine whether to use a er, ir, or ur spelling, identify it for the child by number (1, 2, 3). In time a child will remember the correct vowel spelling to use.

As often as is practicable and necessary, guide the children in recalling the vowel principle developed in this lesson, namely, when the only vowel in a word or a syllable is followed by the letter r, the vowel sound is affected or modified.

Related Activities

1. Writing and building the modified vowel words (those used most frequently in writing or those encountered in reading).

2. Forming compounds--example - farm yard.
3. Word building--adding er to base words. Examples -

help	farm	dark
helper	farmer	darker.

4. Pencil-and-paper activity. Sentence fragments to be completed with an appropriate phrase.
5. Developing multiple meanings for words such as bark, perch, nurse.
6. Homonyms. fir-fur turn-tern herd-heard birth-berth for-four.
7. Sentence dictation using modified vowel words.
8. Workbook pages.

End of Tape 27

Tape 28

Two-Syllable Words

The Inflectional Ending ing and er and Suffix Ending er

Words in the English language are structured in definite patterns. They are:

Words having meaning units

1. Root words plus inflectional endings s, 's, s', es, ed, ing, en, and er - est (of comparison).
2. Compound words composed of two root words.
3. Derived words--root words plus prefix and/or suffix.
4. Root words of two or more syllables.

In teaching children to analyze the structure of words, start with words having inflectional endings. The simplest structure to analyze is a one-syllable root word plus s or 's; next, analyze compound words in which at least one word is a known word; the third type of word structure to analyze is a root word of more than one syllable; lastly, analyze derived forms, that is, root words plus prefix and/or suffix.

Note: The letter team er can be either a suffix or an inflectional ending. Or, it may be neither as in the word winter in which er is part of the last syllable of a two-syllable root word. The ending er in farmer is a suffix; in the word darker, er is an inflectional ending (indicates comparison).

Two lessons will be developed on this tape. To one-syllable root words will be added the inflectional endings ing and er and the suffix er.

Words ending in ing

Step 1. Conduct an auditory discrimination exercise. Say the

following: I am going to say words and you are to tell me how many vowel sounds you hear. (As the children respond with the word ONE, write each word. Then have a child underline and number the vowel with a 1.)

Sequences of words to say (and write on the chalkboard):

tap	jump	fish	catch
bake	hide	poke	smile
rain	play	read	snow
bark	storm	burn	

The arrangement on the chalkboard looks like this:

Row 1	tap	jump	fish	catch
Row 2	bake	hide	poke	smile
Row 3	rain	play	read	snow
Row 4	bark	storm	burn	

Tell the children that when we hear or say a word with one vowel sound, it is a one-syllable word.

Step 2. Resume the auditory discrimination and say the following: I am going to say each of these words (point to the words)(CAMERA TO BOARD) again, but this time I'm going to add another part or syllable to each. Listen and tell me how many vowels you hear. (As the children respond with the word TWO, write each word under the base word. Point out that in the word, tapping, p was doubled to keep the first vowel short. Then have a child underline and number the first and second vowels with the numbers 1 and 2.)

Sequences of words to say (and write under the appropriate base word):

tapping	jumping	fishing	catching
baking	hiding	poking	smiling
raining	playing	reading	snowing
barking	storming	burning	

The arrangement on the chalkboard now is this:

Row 1	tap	jump	fish	catch
	tapping	jumping	fishing	catching
Row 2	bake	hide	poke	smile
	baking	hiding	poking	smiling
Row 3	rain	play	read	snow
	raining	playing	reading	snowing
Row 4	bark	storm	burn	
	barking	storming	burning	

Step 3. Structural and Phonetic Analysis.

Ask the children to pronounce the pair of words in the first row and state what kind of vowel sound is in syllable number 1. (Response: Short)

Have individual children draw a box to include the base word in the one- and two-syllable words in this manner:

Row 1	tap tap	ping	jump jump	ing	fish fish	ing	catch catch	ing

Say to the children that when they see a word ending in ing, they are mentally to "take off" the ing and then sound (use phonetic analysis) the base word.

In the foregoing ing words, we see two (or three) consonants between the two vowels. This is a clue that the first vowel is short.

Ask the children to pronounce the pairs of words in the second row and state what kind of vowel sound is in syllable number 1. (Response: Long)

Have individual children draw a box to include the base word in the one- and two-syllable words in this manner:

Row 2	bake bak	ing	hide hid	ing	poke pok	ing	smile smil	ing

Have the children observe that final e was dropped before adding ing. The best clue to the sound of the first vowel in the two-syllable words is as follows: when we see one consonant between two vowels, that is a clue that the first vowel is likely to be long. In the words baking and poking the letter k is also a helpful vowel sound clue inasmuch as a k spelling follows long vowel sounds. When final e is dropped in hiding and smiling the vowel in one-syllable base word may erroneously be given a short sound, but this mistake will not occur if the children will note that there is one consonant between two vowels.

Ask the children to pronounce the pairs of words in the third row and state what kind of vowel is in syllable number 1. (Response: Long) (Elicit from the children that these words have vowel digraphs and that the first vowel sound is long and the second vowel is silent.)

Have individual children draw a box to include the base word in the one- and two-syllable words in this manner:

Row 3	rain rain	ing	play play	ing	read read	ing	snow snow	ing

Say to the children that when they see a word ending in ing they are mentally to "take off" the ing and then sound (use phonetic analysis) the base word.

Ask the children to pronounce the pairs of words in the fourth row and state what kind of vowel sound is in syllable number 1 (Response: Modified)(Ask why the vowel is modified.)

Have individual children draw a box to include the base word in the one- and two-syllable words in this manner:

Row 4	bark		storm		burn	
	bark	ing	storm	ing	burn	ing

Say to the children that when they see a word ending in ing they are mentally to "take off" the ing and then sound (use phonetic analysis) the base word.

Words ending in er

Step 1. Conduct an auditory discrimination exercise. Say the following: I am going to say words and you are to tell me how many vowel sounds you hear. (As the children respond with the word ONE, write each word. Then have a child underline and number the vowel with a 1.)

Sequences of words to say (and write on the chalkboard):

fat	jump	fish	catch
bake	ride	trade	
teach	play	toast	
farm	burn	sharp	

The arrangement on the chalkboard looks like this:

Row 1	fat	jump	fish	catch
		bake	ride	trade
		teach	play	toast
		farm	burn	sharp

Tell the children that when we hear or say a word with one vowel sound it is a one-syllable word.

Step 2. Resume the auditory discrimination and say the following: I am going to say each of these words (point to the words)(CAMERA TO BOARD) again, but this time I'm going to add another part or syllable to each. Listen and tell me how many vowels you hear. (As the children respond with the word TWO, write each word under the base word. Then have a child underline and number the first and second vowels with the numbers 1 and 2.)

Elicit from the children the understanding that if a word in which we hear one vowel sound is a one-syllable word, then a word in which we hear two vowel sounds is a two-syllable word.

Sequences of words to say (and write under the appropriate base word):

fatter	jumper	fisher	catcher
baker	rider	trader	
teacher	player	toaster	
farmer	burner	sharper	

The arrangement on the chalkboard now is this:

Row 1	fat	jump	fish	catch
	fat ter	jump er	fish er	catch er
Row 2		bake	ride	trade
		bak er	rid er	trad er
Row 3		teach	play	toast
		teach er	play er	toast er
Row 4		farm	burn	sharp
		farm er	burn er	sharp er

Step 3. Structural and Phonetic Analysis

Ask the children to pronounce the pairs of words in the first row and state what kind of vowel sound is in syllable number 1. (Response: Short)

Have individual children draw a box to include the base word in the one- and two-syllable words in this manner:

Row 1 [fat / fat] ter [fish / fish] er [catch / catch] er [jump / jump] er

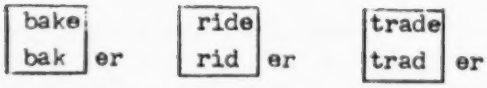
Say to the children that when they see a word ending in er, they are mentally to "take off" the er and then sound (use phonetic analysis) the base word.

In the foregoing words, er words, we see two (or three) consonants between two vowels. This is a clue that the first vowel is short.

Ask the children to pronounce the pairs of words in the second row and state what kind of vowel is in syllable number 1. (Response: Long)

Have the individual children draw a box to include the base word in the one- and two-syllable words in this manner:

Row 2

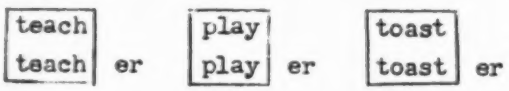


Have the children observe that a final e was dropped before adding er. The best clue to the sound of the first vowel in the two-syllable word is as follows: when we see one consonant between two vowels, that is a clue that the first vowel is likely to be long. In the words rider and trader, the vowel in the one-syllable base word may erroneously be given a short sound. In the word baker the letter k is a helpful clue to the vowel sound inasmuch as the k spelling follows long vowel sounds.

Ask the children to pronounce the pairs of words in the third row and state what kind of vowel sound is in syllable number 1. (Elicit from the children that these words have vowel digraphs and that the first vowel sound is long and the second vowel sound is silent.)

Have individual children draw a box to include the base word in the one- and two-syllable words in this manner:

Row 3

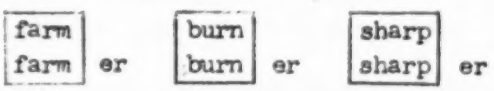


Say to the children that when they see a word ending in er they are mentally to "take off" the er and then sound (use phonetic analysis) the base word.

Ask the children to pronounce the pairs of words in the fourth row and state what kind of vowel sound is in syllable number 1. (Response: Modified)(Ask why the vowel is modified.)

Have the individual children draw a box to include the base word in the one- and two-syllable words in this manner:

Row 4



Say to the children that when they see a word ending in er they are mentally to "take off" the er and then sound (use phonetic analysis) the base word.

Related Activities

1. Writing and building one- and two-syllable words ending in ing and er.
2. Dictating one- and two-syllable words ending in ing and er. Examples--run, running, runner.
3. Writing and building Dolch words.
4. Writing sentences incorporating words ending in ing and er.
5. Finding base words in words ending in ing and er.
6. Workbook pages

Auditory Discrimination of Accent

Write two-syllable words on the chalkboard. List of words: butter, fellow, funny, party, window, swimming. You may include words in which the second syllable is accented such as surprise, mistake, expense, invite, begin. Have them listen as you say these words to determine which syllable in the words (point to the words on the chalkboard)(CAMERA TO BOARD) is articulated loudly or with stress. After this has been done, have the children say the words in the same manner you used.

Help the children conclude that when we say words of more than one syllable, one syllable is emphasized or stressed and we call this stressing, accent. Also, help the children verbalize the understanding that when a word ends in ing (or er), the base word or a syllable within the base word receives the accent and a special mark is used to indicate this--the accent mark which looks like this (enter an accent mark after the accented syllable in one of the two syllable words on the chalkboard). Have the children place the accent mark after the accented syllable in the remaining two-syllable words.

Write additional words on the chalkboard. Have the base word or syllable underlined and pronounced to hear where the stress falls. Then have the accent mark placed after the stressed syllable.

End of Tape 28

Tape 29

The Schwa Vowel Sound and Circumflex Sound of the Letter a

Write these vowels on the chalkboard using this arrangement:

a	e	i	o	u
ar	er	ir	or	ur

Have the children articulate these sounds using this sequence:

ă - ā - ar ĕ - ē - er ĭ - ī - ir ŏ - ō - or ŭ - ū - ur

Inform the children that they are going to learn that each of the vowel letters (point to a, e, i, o, u) can stand for another sound and that the sound is the same for all the vowel letters, a, e, i, o, u.

Write a pair of known words such as $\frac{\text{sleep}}{\text{asleep}}$ on the chalkboard. Have a child underline and number the vowels. Then ask the children to pronounce the words. Next, instruct them to listen as you say the two-syllable word, asleep, to find out which syllable is not accented. (Response: The first syllable) Ask what sound the vowel has in this first syllable. (Response: ə)

Tell the children that this sound, a very short ŭ sound, is the schwa sound for which we use a special letter. This is what the special letter looks like: ə. Write this schwa letter beneath the a vowel in the word, a sleep.
ə

Write additional words on the chalkboard and discuss each word beginning with a schwa vowel sound in the same manner described for the word, asleep. A suggested list to write on the chalkboard follows:

top	like	side	while	woke	rose	way	long	cross
atop	alike	aside	qwhile	awoke	arose	away	along	across

muse
amuse

Following this initiation to the schwa vowel sound and the schwa symbol, the next instructional step is to demonstrate that any vowel may have the schwa sound value.

Write the following words on the chalkboard:

camel	muffin	lemon	rumpus
nickel	raisin	button	focus

In the words nickel, button, muffin, rumpus the first vowel sound can be determined if children recall the vowel principle that when two consonants occur between two vowels, the first vowel is usually short. Have these words pronounced to determine which syllable is not accented.

In the word focus the first vowel sound can be determined if children recall the vowel principle that when one consonant occurs between two vowels, the first vowel is likely to be long. Have these words pronounced to determine which syllable is not accented.

As each of the two-syllable root words is pronounced, ask what sound the second vowel stands for. (Response: The schwa sound) Have the schwa symbol written beneath the second vowel in each word.

Elicit the summary statement that vowels may have a schwa sound when they occur in the unaccented syllable in a base word, and that we use a schwa letter under the unaccented vowel to help pronounce a word.

Related Activities

1. Write and build schwa vowel words.
2. Dictation of schwa vowel words.
3. Mimeograph words which are divided into syllables. Children write the syllable in which the schwa vowel sound occurs.

4. Mimeograph sentences incorporating schwa vowel words. Children find the word which has a schwa vowel and write the schwa symbol beneath the schwa vowel.
5. Write and build the Dolch words.
6. Do puzzles in the Dolch Puzzle Books.
7. Workbook pages.

Circumflex a (â)

The circumflex a vowel sound is commonly spelled with the letters a-r-e, as in care, or as a-i-r, as in chair. For your edification the sound of circumflex a has two sound components, a sound closely approximating a short ĕ sound and the sound ur. This sound occurs in accented syllables and its sound value is attributable to the presence of the letter r and a silent vowel in the same syllable.

To introduce this vowel sound, write words each of which has one of the four sounds of the letter a presented on previous tapes:

man	cake	start	asleep
	tail		
	may		

Have the children pronounce these words and identify the vowel sounds in each. (Response: Short (in the word man); long (in the words cake, tail, may); modified (in the word start); schwa sound (in asleep).)

Tell the children that they are going to learn another sound, the fifth one, for the vowel letter a. Proceed to write two known words on the chalkboard, such as chair and care. Instruct the children to listen carefully as you pronounce each of these words. Ask them to tell what vowel sound they heard. (Response: ĕ-ur)

Write additional words below chair and care. Suggested list follows:

chair	dairy	care	spare
air	fairy	bare	snare
fair		dare	square
hair		fare	scare
pair		hare	
lair		mare	
stair		rare	
flair		stare	

Have the children pronounce these words carefully and note the letters or spelling this new sound has. Elicit from the children the generalization that the presence of the letter r and a silent vowel letter is a signal to sound a-r-e and a-i-r as ĕ-ur, (â).

Supply the meaning of words, with which the children are not familiar, using them in sentences.

Related Activities

1. Write and build circumflex a words.
2. Homonyms--fare-fair, hare-hair, stare-stair, pare-pair. Use these in sentences to develop the meanings of each pair of words.
3. Word building--ing and ed to appropriate circumflex a words.
4. Write and build Dolch words.
5. Do puzzles in the Dolch Puzzle Book.
6. Workbook pages.

End of Tape 29

Tape 30

Diphthongs ou-ow, oi-oy and the Two Sounds of oo

Diphthongs are vowel sounds which result when two vowels are blended together. The common spellings for the blended vowel sound ŏ-o͝o is o-u and o-w. The vowel sound for the spelling o-w sometimes has the long vowel sound, ō.

The Diphthong ou (ow)

Step 1. To introduce the o-u and o-w diphthong sound, write two known words out and how on the chalkboard and underline the ou and ow. Help the children recall that they have had vowel digraphs in which two vowels made a single sound. Ask the children to listen carefully as you pronounce out and how and to determine whether the vowel team in these words has one or two sounds. (Response: Two sounds)

Say to the children that when a vowel team has two sounds, it is known as a diphthong. Also explain that since there are two ways to spell the diphthong sound, each will be numbered. The spelling o-u will be numbered 1 (ou_1) and the spelling o-w will be numbered 2 (ow_2). For reference and spelling purposes, numbering these two diphthong spellings is helpful. Also, help the children recall that the o-w spelling was first introduced as a vowel digraph having the long sound ō and that sentence context in which an o-w word occurs helps the reader to determine whether to sound it as a digraph ō or as a diphthong ŏ-o͝o.

Write additional ou-ow words on the chalkboard below the words out and how.

A suggested list of words to write follows:

ou_1		ow_2
out	around	how
our	found	now
south	sound	brown

shout	about	cow
house	mouth	down
mouse		town
loud		brown
cloud		flower
round		clown
etc.		etc.

Have the children pronounce these words and use them in oral sentences.

Step 2. Write the diphthong spellings ou and ow on the chalkboard separating each with a vertical bar thusly: $ou_1 \mid ow_2$

Send two children to the chalkboard. Number 1 child is to listen for words spelled with an o-u, and child number 2 listens for words spelled with o-w If a child does not remember which spelling to use in the word you have dictated, cue him by giving him the number which was assigned to the diphthong spelling. After several experiences writing these diphthong words, children invariably remember which spelling to use.

Related Activities

1. Write and build words having the diphthongs ou and ow.
2. Word Evolution Exercise--Changing words such as pound to pond.
3. Meaning Discrimination Exercise to develop multiple meanings of these words: pound, down, ground. The words flour-flower may be considered to be homonyms and the difference in the meaning of each should be established.
4. Word Building: adding ing and er to appropriate words.
5. Compile a list of words in which ow has the long ō sound and the diphthong sound. Arrange these in random order and have the children categorize them according to vowel sound.
6. Dictation of sentences incorporating the diphthong words.
7. Write and build Dolch words.
8. Workbook pages.

The Diphthong oi (oy)

Step 1. To introduce the o-i and o-y diphthong spellings, write two known words boy and oil. (If the word oil is not known, pronounce it for the children.)

Underline oy and oi in boy and oil. Ask the children to listen carefully as you pronounce boy and oil to determine whether the vowel team in these words has one or two sounds. (Response: Two sounds)

For your edification the two sound components for the diphthong spellings o-i and o-y are ô as in or and the short vowel sound, ĭ.

Say to the children that when a vowel team has two sounds, it is known as a diphthong. Also, explain that since there are two ways to spell the diphthong sound, each will be numbered. The spelling o-i will be numbered 1 (oi_1), and the spelling o-y will be numbered 2 (oy_2). For reference and spelling purposes, numbering these two diphthong spellings is helpful.

Step 2. Write additional oi-oy words on the chalkboard below the words oil and boy.

A suggested list of words to write follows:

oi_1		oy_2
oil	voice	boy
boil	choice	joy
toil	ointment	toy
soil	foil	enjoy
point	broil	annoy
spoil		destroy
coin		loyal
join		royal
joint		Joyce
noise		Roy

Have the children pronounce and use these words in oral sentences.

Write the diphthong spellings oi and oy on the chalkboard separating each with a vertical bar thusly: oi_1 | oy_2

Send two children to the chalkboard. Number 1 child is to listen for words spelled with o-i, child number 2 is to listen for words spelled with o-y. If a child does not remember which spelling to use in the word you have dictated, cue him by giving him the number which was assigned to the diphthong spelling. After several experiences writing these diphthong words, children invariably remember which spelling to use.

Related Activities

1. Write and build words having the diphthongs oi and oy.
2. Children write sentences incorporating oi-oy words.
3. Forming Compounds--Examples, tomboy, soybean, noisemaker.
4. Word Association--tin-foil, poison-ivy, boy-scout.
5. Word Building--adding ing and er to appropriate oi-oy words.
6. Write and build Dolch words.
7. Workbook pages.

The Two Sounds of the Vowel Digraph oo

Step 1. The digraph oo has two basic speech sounds, namely $\overline{oo}$, as in soon, and $\breve{oo}$, as in look. To introduce these two sounds of the spelling oo, write two known words, soon and look, on the chalkboard.

Ask the children to listen carefully as you pronounce the word soon and to identify the sound by articulating the vowel sound, o͞o. Then pronounce the word look and again ask them to identify the vowel sound by articulating the vowel sound, o͝o.

You can help children to make the distinction between these two sounds by pointing out the sound o͞o in the word soon is longer in duration (takes longer to say) than does o͝o in the word look. At this time you can use the long macron mark over the oo in s$\bar{o}\bar{o}$n and the long breve mark over the oo in l$\breve{o}\breve{o}$k. Tell the children that these marks signal to us which sound o-o should have.

Elicit from the children the understanding that o͝o and o͞o each is a digraph.

Step 2. Write additional o͝o and o͞o words on the chalkboard below the words soon and look. A suggested list of words to write follows: (Use the long macron and long breve to further reinforce the long and short sounds of o-o.)

o͞o	o͝o
food	cook
tooth	book
boot	took
moon	hook
room	foot
too	good
zoo	stood
shoot	shook
goose	wood
spoon	brook
etc.	etc.

Have the children pronounce these words and use them in oral sentences.

Step 3. Write the digraph spelling oo with the diacritical long macron (—) mark and the digraph oo with a long breve mark (‿) and separate these two digraphs with a vertical bar thusly:

o͞o | o͝o

To develop auditory discrimination of these two sounds, dictate words and have each child called on identify the sound (o͞o or o͝o) and determine the appropriate column in which the word should be written. Words to be dictated can be those used to introduce the o͞o and o͝o sounds.

Related Activities

1. Write and build the o͞o and o͝o words.
2. Dictation of sentences incorporating the o͞o and o͝o words.
3. Word Evolution--Changing short vowel o͝ words to o͞o or o͝o words. Examples: shot lock drop stop cock
   shoot look droop stoop cook
4. Compiling a list of both o͞o and o͝o words for children to

categorize as to sound.

5. Forming Compounds--Examples, toothpaste, footprint, bedroom, roommate, teaspoon.
6. Word Building--Adding ing and er to appropriate o͞o and o͝o words.
7. Write and build Dolch words.
8. Workbook pages.

Spelling Variants ew-ue having the sound value o͞o or ū

Step 1. To introduce the digraphs e-w and u-e spellings, write the two known words chew and blue on the chalkboard. Ask the children to listen carefully as you pronounce each word to identify the vowel sound in each. (Response: o͞o) Have a child underline the letters which have this sound.

Step 2. Write the o͞o digraph above the letters ew and ue with the word chew below ew and the word blue below ue. Number the spellings e-w, as ew_1 and u-e as ue_2. Write words below each spelling variant that have vowel spellings ew and ue.

o͞o

ew_1	ue_2
chew	blue
blew	glue
flew	flue
drew	true
grew	
brew	
jewel	

Have the words pronounced and call the children's attention to the letter preceding the ew and ue spellings and have these letters underlined. (The letters are ch, l, r, and j.) Help the children verbalize the understanding that when ew and ue are preceded by ch, l, r, or j, these letters signal the reader that these digraphs have the sound value o͞o.

Step 3. Write the ew and ue spellings numbered 1 and 2 respectively, on the chalkboard placing the long vowel ū above it. Write words below the ew_1 and ue_2 spellings.

ū

ew_1	ue_2
few	due
new	hue
mew	cue
dew	sue
pew	
stew	
anew	

Ask the children if the signal letters ch, l, r, j precede the ew and ue digraphs. (Response: No) Tell the children that when the signal letters are not present, these two digraphs have the sound

value, ū. Now have the children pronounce the words.

Step 4. Continue the development of the ew and ue spelling variants by dictating words to be written on the chalkboard. Place the following arrangement on the chalkboard:

Dictate words with the spellings ew and ue having the sound values of both o͞o and ū. As you dictate a word, have a child identify the vowel sound and indicate which spelling is correct, ew or ue. Then have the child write the word in the appropriate column. If a child does not remember which spelling to use, cue him by giving him the number assigned to the spelling for the o͞o or ū sound.

Related Activities

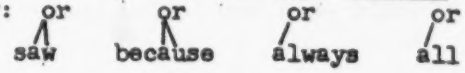
1. Writing and building ew-ue words.
2. Write sentences from dictation incorporating the ew-ue words.
3. Homonyms--Writing these in sentence blanks to establish the meaning of each. Examples, blew-blu, new-knew, flew-flue.
4. Forming Compounds--Examples, newsboy, newspaper, newsstand.
5. Word Building--Adding s, er, est, ing to appropriate words.
6. Write and build Dolch words.
7. Do puzzles in Dolch Puzzle Book.
8. Workbook pages.

End of Tape 30

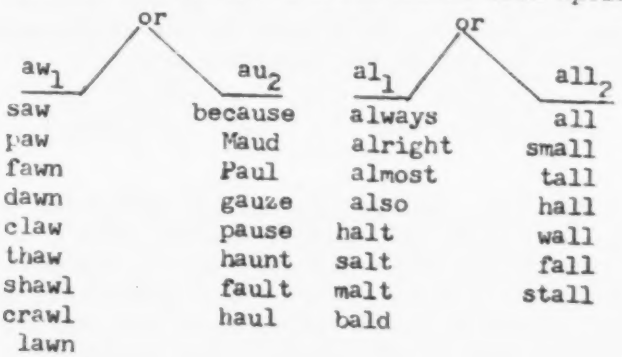
Tape 31

The Sound of a Controlled by w, u, l, ll

To introduce the controlled sound of a, begin by placing the words bake, train, farm on the chalkboard. Have the children find the signal letters in each of these words and have the letters underlined. bake train farm
Proceed to write these known words on the chalkboard:
saw because always all
Have the children pronounce each one and have them monitor their pronunciation to determine what vowel sound is the same in each one. (Response: ô) Inform the children that this is a sound that can be heard in the modified vowel or. You, teacher, pronounce or carefully so that both sound components can be detected (ô-r). Write or on the chalkboard and underline the o in or and relate this to the sound they heard in saw, because, always, all in the following way:



Now place this arrangement on the chalkboard numbering the different spellings of ô. Number these for reference and spelling purposes and write additional words below each spelling variant.



Have the vowel spelling for the ô sound underlined and then have each word pronounced and used in an oral sentence.

Following this presentation, dictate words which have the spellings aw, au, al, all. Have these written in a column headed by aw_1, au_2, al_1, all_2.

Elicit from the children the understanding that when the only vowel in a word or accented syllable is a followed by the signal letters w, u, l, ll, the sound of the letter a is ô, the same as the first sound we say when we pronounce the word or.

Related Activities

1. Writing and building aw, au, al, all words.
2. Homonyms--Develop the meanings through sentence context. Examples, hall-haul, pause-paws.
3. Word Building--Adding s, ing, er, ed to appropriate words.
4. Forming Compounds--Examples, wallpaper, sawdust, baseball, baldhead.
5. Word Association--Examples, lawn-mower, malted-milk, chicken-hawk.
6. Word Evolution--Changing hat to halt, fan to fawn, sat to salt.
7. Dictate sentences incorporating the aw, au, al, all words.
8. Write and build Dolch words.
9. Do puzzles in Dolch Puzzle Book.
10. Workbook pages.

Syllabic l

To introduce syllabic l, write the known word apple on the chalkboard. Have the children say and tap out the number of syllables as they pronounce the word apple. Ask how many syllables they have tapped out. (Response: Two) Then ask how many vowel sounds a two-syllable word has. (Response: Two)

You, teacher, make the syllabic division (ap-ple). Have the children repeat the word apple as you slide your finger under each syllable, to note that final e is silent. Have a child make a slash mark through e to indicate that it is silent (ap-plø).

Help the children recall that a syllable may be a letter (as in a-way), a syllable (as in bas ket), or a word, such as fun, in which we hear one vowel sound. Having recalled what a syllable is, ask a child to underline the vowels in the word, apple. The child will underline ă in the first syllable, but will be unable to follow your directive when he scrutinizes the second syllable plø (e has a slash mark through it and is silent).

At this point in time, remind the children that we have had consonants, such as y, as in my and w, as in snow (w following a vowel is a vowel) that become vowels when they occur in a position in a word other than an initial one. Point to the letter l in the second syllable (in apple) and say that l followed by the silent letter e is a vowel, also, when it occurs in the final syllable of a word having more than one syllable. It is called syllabic l.

Write the following words on the chalkboard:

saddle thistle crackle tangle cable

Have a child underline syllabic l, make a slash mark through silent e, and underline the vowel letter in each word. In the words saddle and whistle have them note the two consonant letters between the first vowel and syllabic l. Help them recall that when two consonants occur between two vowels, it is a signal that the first vowel is likely to be short and the first syllable ends with one of the two consonants. Then have a child make the syllable division between the consonants in the words saddle (sad-dle) and thistle (this-tle). Have the words pronounced. Have the children note that the first syllable in each word is closed.

In the word crackle, have a child underline ck and remind the children that ck cannot be divided because the two letters are a team working together. Then say that whenever a "k-three" (ck) precedes le it remains with the first syllable and the last syllable is le. Also, help them recall that "k-three" (ck) signals that the vowel is short. Have a child make the syllable division (crack-le) and then have the word, crackle, pronounced. Have the children note that the first syllable is closed by one consonant sound.

Before considering the word tangle, help the children recall that they have studied words in which the letter n could be sounded as ng as in the word bank. Now point out that in this word (point to the word tangle)(CAMERA TO BOARD) the n letter has an ng sound and we are permitted to divide between the two consonants. (The ng spelling in tangle has the phonetic spelling ngg.) Have a child make the syllable division (tan-gle) and then have the word pronounced. Have the children note that the first syllable is

closed by one consonant.

Have the child underline the first vowel in the word cable. Help the children recall that when one consonant occurs between two vowels, it is a signal that the first vowel is usually long and the consonant preceding le begins the last syllable. Have a child make the syllable division and then have the word pronounced. Have the children note that the first syllable is an open one. There is no consonant following the vowel.

Place additional words below the ones used in the foregoing presentation.

saddle	thistle	crackle	tangle	cable
middle	whistle	tickle	tingle	table
battle	listen	pickle	ankle	cradle
settle	castle	trickle	angle	circle
wiggle	nestle	buckle	dangle	turtle
puzzle	trestle	sickle	single	marble
etc.	etc.	etc.	etc.	etc.

Have the children underline syllabic l, mark a slash mark through silent e, determine the first vowel sound, make the syllabic division, and then pronounce the words. Have the children use these words in oral sentences.

Following this presentation, dictate words in which the vowel is short, long, and modified; words in which the vowel is followed by ck; and words in which the first vowel is followed by ng.

Related Activities

1. Writing and building words of more than one syllable ending in le.
2. Word Association--Examples, buckle-belt, wiggle-worm, dill-pickle, etc.
3. Syllabication--Mimeograph a list of le words for children to syllabicate.
4. Dictate sentences incorporating le words.
5. Word Building--Add ing and er to appropriate le words.
6. Write and build Dolch words.
7. Do puzzles in Dolch Puzzle Book.
8. Write poems.
9. Workbook pages.

Understandings to emerge from the lesson on syllabic l:

1. The consonant l can be a vowel.
2. Syllabication understandings.
   a. When a ck spelling precedes le, ck remains with the first syllable.
   b. When ng precedes le, divide between n and g.
   c. When one consonant precedes le, this consonant begins the last syllable.

d. When two consonants precede le, divide between the two consonants.

End of Tape 31

Tape 32

Structural and Phonetic Analysis of Words

It is well for you to know that words fall into the following categories according to their structure, that is, whether they are meaning units or pronouncing units.

Meaning Units

1. One-syllable root words. These words have one vowel sound and are meaning units. Phonetic analysis decodes these words. Examples of these are as follows: fun, cake, train, barn, chair.

2. Inflected words. These are words of one or more syllables to which s, 's, s', es, ed, ing, en, ed, and the comparative endings er and est have been added. Examples of these are as follows: boys, swims, Bob's, girls', fishes, cooked, begged, painted, seeded, washing, golden, longer, longest. Use structural analysis "taking off" the inflectional ending and then use phonetic analysis if the base word is not recognized. The inflectional ending ed, when added to a word ending in a voiceless sound, has the sound of t. When ed is added to a word ending in a voiced sound, it has the sound of d. When ed is added to a word ending in t or d, new syllables are formed, ted and ded.

3. Compound words consist of two words in which the meaning of each is modified, but each retains much of its original meaning. Examples of these are as follows: dollhouse, motorboat. Use structural analysis first and then phonetic analysis, if necessary.

4. Derived words are formed by adding prefixes or suffixes (or both) to words and these words are called derivatives. Examples are as follows: misinterpret (mis), untrue (un), careful (ful), kindness (ness). Use structural analysis "taking off" the prefix or suffix (or both) and then phonetic analysis if necessary. Lists of the most frequently used suffixes and prefixes follows:

Suffixes

Source: R. L. Thorndike, The Teaching of English Suffixes, Teachers College, Columbia University, Contributions to Education, No. 847, 1941.

According to the research of Thorndike, the students before grade ten should be acquainted with the following suffixes: -able, -age, -al, -an (including -n and -ian), -ance, -ant, -ary, -ate,

-ence, -ent, -er, -ful, -ic, -ical, -ion (including -tion and -ation), -ish, -ity, -ty, -ive, -less, -ment, -ness, -or, -ous, and -y. "...the words made by them that are within the commonest 300 number over 200; those within the commonest 5,000 number 650; those within the commonest 11,000 number about 2,300." (p. 64)

Prefixes

Source: Russell G. Stauffer,"A Study of Prefixes in the Thorndike List to Establish a List of Prefixes that Should be Taught in the Elementary School," Journal of Educational Research, XXXV, February, 1942, pp. 453-58.

The following fifteen prefixes accounted for 82% of the total number of prefixes in 20,000 words in the Thorndike list. The list and the number of times each appeared in the Thorndike list include the following:

Prefix	Frequency	Prefix	Frequency
ab (from)	98	ex (out)	286
ad (to)	433	in (into)	336
be (by)	111	in (not)	317
com (with)	500	pre (before)	127
de (from	282	pro (in front of)	146
dis (apart)	299	re (back)	457
en (in)	182	sub (under)	112
		un (not)	378

5. Root words having two or more syllables. Examples of these are as follows:

two-syllable root words--rab-bit, bas-ket
three-syllable root words--jan-i-tor, gen-er-al
four-syllable root words--el-e-va-tor, a-pos-tro-phe
etc.

Use structural analysis first and then phonetic analysis, if necessary.

Vowel Principles

Aids in determining vowel sounds are as follows:

1. Position of a vowel letter in a word. When there is only one vowel letter in a word or syllable, that letter usually has its short sound unless it comes at the end of a word or syllable. Examples, pan, go, can-dy, ti-ger.

2. When there are two vowel letters together in a word or accented syllable, the first usually has a long sound and the second is silent. Examples, feet, toe, sea-son.

3. When there are two vowel letters in a word or syllable, one of which is final e, the first vowel letter usually has a long

sound and the final e is silent. Examples, gate, note, like.

4. When the only vowel in a word or syllable is followed by the letter r, the sound of the vowel is modified. Examples, star, her, bird, corn, nurse.

5. When the only vowel letter in a word or syllable is a followed by w, u, l, ll, the vowel sounds as ô as in the word corn.

The foregoing vowel principles apply to one-syllable words or to syllables within longer words.

Syllabication Principles

Two-syllable root words

Write the words basket and fellow on the chalkboard. Using the letters c and v to indicate a consonant and a vowel, write these letters in the following manner:

b	a	s	k	e	t		f	e	l	l	o	w
v	c	c	v				v	c	c	v		

Point out that when we have a pattern vccv in a word, the first vowel is short and we usually divide between the two consonants. There are a very few exceptions to this syllable division as in the words cabin and habit. Divide between the two consonants with a slash mark (bas/ket, fel/low).

Write the words notice and lazy on the chalkboard. Write c and v in the following manner to show the vcv pattern:

n	o	t	i	c	e		l	a	z	y
v	c	v					v	c	v	

Point out that when we have a vcv in a word, the first vowel is long and we usually divide before the consonant. Divide before the consonant with a slash mark (no/tice, la/zy).

Write the words wiggle, dangle, tackle, cradle on the chalkboard. Again write c and v to show the patterns vccv and vcv.

w	i	g	g	l	e		d	a	n	g	l	e		t	a	c	k	l	e		c	r	a	d	l	e
v	c	c	v				v	c	c	v				v	c	c	v				v	c	v				

In the words wiggle and dangle the vowel is short and we divide between the consonants (wig/gle, dan/gle). In the word tackle, ck remains as a digraph and the ck ends the first syllable (tack/le). In the word cradle, the syllable division is before the consonant preceding le (cra/dle).

Inflected Words

When a one-syllable base word has an inflected ending ing or er such as running and runner, divide between the two consonants in the vccv pattern.

r	u	n	n	i	n	g		r	u	n	n	e	r
v	c	c	v					v	c	c	v		

When a one-syllable base word ends in two consonants as does the word print plus the inflectional endings ing or er, the base word, print, must remain intact. One-syllable base words are never divided. p r i n t/i n g

One-syllable words ending in final e, which is dropped before adding ing or er, likewise remain intact as in the word baking.
b a k/i n g

One-syllable base words are never divided.

End of Tape 32

Tape 33

The Use of the Dictionary as an Aid to Word Perception

Words are recognized or decoded in the following ways and in the following order:

1. Through picture and context clues.
2. As sight words (see-hear-say).
3. Through the use of structural analysis.
4. Through the use of phonetic analysis.
5. Through the use of the dictionary.

We use the dictionary as authoritative source for the correct pronunciation of a word, for its correct spelling, or for its correct meaning.

To use a dictionary successfully a child must possess certain skills and abilities. These skills and abilities fall into three categories and they will be discussed in the order named: (1) Location Skills, (2) Pronouncing Skills, and (3) Meaning Skills.

Location Skills

1. To use the dictionary, a child must have a knowledge of alphabetical sequence. In short, he must be able to name the letters in order from a to z.

2. He must have a knowledge of the general position of the letters in the alphabet. He must have a general idea whether a letter lies in the first third of the alphabet (a through g), the middle third (h through p), or the last third (q through z).

3. He must understand guide words as being the first and last entry words on the dictionary page and that entry words are listed between these two guide words in alphabetical order.

4. A child must be able to recognize inflected and derived forms in order to find the base word as an entry word. Example,

quavering is inflected. The entry word to look for would be quaver.

Pronouncing Skills

1. A child must have a knowledge of consonant and vowel sounds and the ability to blend these into syllables.

2. He must understand phonetic respellings in which each consonant sound stands for its most common sound. He must also have a knowledge of diacritical marking for vowels in order to be able to use the pronouncing key. Only the most common markings are taught, such as the breve (⌣) and the macron (—). Not all dictionaries use the same diacritical marks for the same vowel sounds. Children should be apprised of this.

3. A child should be familiar with accent and the accent mark, and should be able to recognize syllabic divisions.

Meaning Skills

1. A child must be able to understand the meanings given in a dictionary.

2. He must be able to select the appropriate meaning, if the word has multiple meanings, to fit a given context.

3. A child must be able to adapt the definition into the context in which the word occurs by doing the following: Substituting a definition for the entry word. Example, deter means prevent, hinder, stop. In the sentence, "The storm did not deter the children from going to the party," the words prevent, hinder or stop may be substituted for deter.

4. Words may have to be transposed. A child must be able to change the order of the words in a definition before they can be keyed into the sentence or substituted for the entry word. For example, in the sentence, "Many people in Mexico live in adobe houses," the word adobe means made of clay. A direct substitution of meaning would read thusly: "Many people in Mexico live in made of clay houses." Words need to be transposed so that the sentence reads thusly: "Many people in Mexico live in houses made of clay."

5. A child must be able to adapt inflected or derived forms using the definition of the root word. For example, in the sentence, "She spoke in a quavering voice," the entry word in the dictionary is quaver, meaning to shake. Before keying the meaning "shake" into the sentence, the child must add the same inflectional ending to the word shake to retain the meaning of the original inflected word.